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An ESEA Title III language development program, originating in Mifflinburg, Pennsylvania, is presented in 60 twenty-minute lessons to help prepare preschoolers for the reading experience. Four areas of language usage and reading readiness are stressed--auditory discrimination or phonology, letter discrimination, stylistics, and morphology, grammar, and syntax. The presentation recommends that verbal behavior be developed in a stimulus-response situation that reinforces conditioned oral responses through repetition and the use of various materials and motivational techniques. Numerous activities and exercises are included to develop in preschool children such language skills as the recognition of sound-symbol relationships, initial consonant and vowel sounds and blends, rhyming words, and complete sentences. (JB)

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PROJECT SESAME
WORKING DOCUMENT NUMBER 1

AN ORAL LANGUAGE DEVELOPMENT PROGRAM FOR THE PRESCHOOL

Prepared by:
Barbara J. Brooks
Bucknell University

Under the guidance of:
Dr. William H. Heiner
Assistant Professor
Department of Education
Bucknell University

and

Mrs. Shirley Boyer
Mrs. Nancy Ulrich
Elementary Education Instructors
Mifflinburg Area School District

September, 1968

Originating under:
Mifflinburg Innovative Sub-Program #8
of Project SESAME, a Title III, ESEA, Program

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. [Title III, ESEA, Project Number 67-3391-1, Grant Number OEG-0-8-073391-1740 (056)]

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PREFACE

Project SESAME (Susquehanna ESEA Synergetic Activities and Multi-innovative Experiences) is a regional complex of projects involving each of 18 school districts, as well as the non-public schools, in Columbia, Montour, Northumberland, Union, and Snyder Counties in central Pennsylvania. This program, and other SESAME undertakings (SESAME A in arts, and SESAME G in games) are financed primarily with Title III, ESEA, funds. The principal objective of the program is to improve opportunities for pupil learning by developing a model for the coordination of smaller school districts' innovative ventures and by stimulating professional staff. To this end, diverse innovative, experimental, and curriculum programs affecting elementary and secondary school systems in the Region are supported and coordinated.

The purpose of a Working Document is to present to interested parties a curriculum unit, program, series, etc., in written (or other) form even though it is still undergoing initial or continuing tryouts (i.e., before or during field testing).

This particular preschool material, developed at Mifflinburg Area School District might also be relevant (after appropriate field tryout) to Title I, ESEA, projects in the Region, to efforts of many early-grade teachers in the Region, and to the development of educational games for young pupils in the Region under Project SESAME G.

This first working document represents the coordinated efforts of many persons. In addition to keying off of the work in linguistics by Dr. Kellogg Hunt of Florida State University, Dr. Heiner in the development of the program also relied heavily upon reinforcement principles such as those that have been developed by Drs. Bereiter and Engelmann at their preschool in the University of Illinois. As a result of a summer workshop in the Mifflinburg School District held under Dr. Heiner's guidance, materials were prepared and edited by Miss Barbara Brooks, a graduated student at Bucknell with assistance from Mrs. Shirley Boyer and Mrs. Nancy Ulrich, Mifflinburg elementary school teachers. It is apparent from reading the Oral Language Development Program that positive reinforcement plays a vital role in encouraging learning on the part of the pupil.

Comments on this Working Document are invited.

William L. Goodwin
Project Director

The objectives for a language development program are manifold but for this particular kindergarten program there are four areas of concentration with which we will be concerned: 1. phonology (auditory discrimination), 2. morphology (including grammar and syntax), 3. letter discrimination, and 4. paratactics (stylistics). This program particularly stresses oral language development as a necessary prerequisite to reading. Because of the great amount of work to be done with language development and reading readiness, it is imperative to have a structured program emphasizing positive reinforcement. This should be a major part of the kindergarten activities and consist of at least twenty minutes a day of guided instruction.

The teacher is encouraged to follow the program as closely as possible so as to provide maximum preparation for reading skills. This does not mean, however, that the teacher should feel inhibited to use her own initiative in constructing any further activities which will facilitate instruction and enhance greater learning.

Instructions to the Teacher

There are several things that you, as the instructor, should know before you begin this program. Because this is an oral language development program for reading readiness, it is especially important to capitalize on verbal behavior. To do this most effectively remember that you will be working in a stimulus-response situation, which requires high reinforcement. It is important to provide a great amount of practice through repetition so particular responses become habitual with the childeren. You must call for responses in unison but should not, however, neglect individual responses to check for specific individual problems. The child cannot be expected to provide correct responses unless he is given proper models to follow. It is your job, therefore, to speak distinctly by enunciating your words, so the children will be able to distinguish different sounds. Speak at a comfortable pace; not too rapidly and not too slowly.

Various motivational materials have been prepared to accompany lessons and aid in instruction. Do not become so dependent on these, however, that you lose the main objective of the program: a stimulus-response situation stressing verbal activity.

It will be imperative to work with small groups of no more than seven subjects. A group which is larger not only de-personalizes the program but cuts down on quantity of individual verbal responses which are essential to the success of the program.

Remember, this program will be a failure unless: 1) you maintain a high level of enthusiasm at all times which can be generated to the children and, 2) the children are always encouraged and reinforced, whether or not they have produced the "perfect" desired response or not.

It is suggested that you look at each lesson well in advance of the time you will present it to the group and prepare any materials which have not been prepared for you in advance.

Good Luck!

Phonology:

According to Webster, phonology is defined as, "1: the science of speech sounds including esp. the history and theory of sound changes in a language or in two or more related languages, 2: the phonetics and phonemics of a language at a particular time." In our standard American English there are between thirty-one and thirty-three segmental phonemes which are defined as "the basic consonant and vowel sounds of the language... they are the distinctive, or significant basic sound units of speech." Allophones are slight variations of a particular class of sounds, or the phoneme. Allophones are phonetically different, but are phonemically nonsignificant.

The consonant phonemes are described as "voiced" or "voiceless." For example, /p/, as in pet is voiceless; whereas, /b/, as in bet is voiced. Speech includes not only voiced speech sounds and voiceless speech sounds, but also the "normal soundless intervals and interruptions of the speech flow which follow junctures and terminals." (Stops in the speech sounds.)

The teacher has the responsibility to capitalize on the child's ability to discriminate among consonants, especially initial consonants, rather than on the extensive vowel allophones which often tend to be resultant of dialectical differences. It is important to use the child as a resource--to use him as a model for consonant and vowel patterns. He should be able to make a repertoire of consonant phonemes because there are relatively few allophones; but as mentioned previously, should not be quite so concerned with the vowels because there are so many allophones. Once the child is presented with the patterns for initial consonant sounds, he will begin to generalize. To do this, it may be necessary to treat the consonants as discrete entities in the initial position. The ultimate goal of this line of instruction is that the child will be more fully aware of the direct correspondence between the writing system and the sound system (sound-symbol system), and consequently will be more properly prepared for reading. The child must learn to hear the differences in the formation of sounds before he will be adequately prepared for reading. This is the first phase in an oral language development program.

Area I: Auditory discrimination (phonology)

Assumption: It is necessary for a child to be able to discriminate among various sounds in order to be prepared for reading.

Principles:

1. The child must be able to distinguish between voiced speech sounds and voiceless speech sounds.

   voiced /d/ - dime

   voiceless /t/ - time

2. The child must become familiar with the initial consonant phonemes.
3. The child must be used as a model to create illustrations of specific consonant phonemes.
4. The child must learn to generalize from models to include other consonant patterns.
5. Some work must be done to familiarize the child with vowel patterns.

Things to watch for:

1. Check to see that the child is making a definite distinction between voiced and voiceless consonants. He must not just guess at the sounds. He cannot be expected to say the difference if he cannot hear the difference.
2. Make sure the child is using proper models for allophones in generalizing; otherwise, he will be stereotyping inappropriately and will be trying to form regular patterns from irregular forms.
3. Children should be encouraged at this first stage to respond orally instead of merely pointing.

Lesson 1

Objectives:

1. to familiarize the children with each other--by name
2. to have them become aware of sound patterns which are the same--or are allophones of a particular phoneme
3. to have the children become conscious of initial consonants--similarities

Since this is the very beginning of the program, it might be good to incorporate the use of rhyming into a "Get Acquainted Game." You should have a list of the names of the children in each group.

1) Write down the first name of each child in the group and find two or three words that rhyme with it. For example:

Jane: pain, rain, cane, gain
Rick: chick, pick, sick, nick

You do this mostly as a precautionary step in case the children cannot find a word that rhymes with their name.

2) The next step is to have the children sit in a circle--or around a table--and have them make up a sentence that will rhyme with their name. For example:

"My name is Jane and I play in the rain."
"My name is Rick and I am sick.

If the children have difficulty finding a word that rhymes, you give them a suggestion from your list.

3) When you have gone around the circle once or twice you may make a variation. A variation might be to have the child turn to the child sitting next to him and make up a rhyme about his name. For example:

"Your name is Pat and you sit on a mat."

4) Have the child repeat it--"My name is Pat and I sit on a mat." Then have the entire group repeat it.

They may have difficulty finding sensible rhyming words, so accept nonsense sentences.

5) Another variation would be to have the children find a word that begins with the same sound that their first name does. For example:

"My name is Tom and I have a top."
"My name is Louise and I have a light."

6) Have the other children in the group repeat the sentence when he is finished.

It is important for this to move fairly rapidly, so encourage quick responses and demand attention.

If you work with a slow group, you may find that it would be more satisfactory to have the children volunteer to call on different children until they become accustomed to the expected response. It is extremely important to reinforce the children when they make the correct response and never to give any indication of a negative reinforcement. If a response is incorrect simply say something like, "OK, but how would this sound?............"

7) If you have time, you may want to do the same exercise done previously except with the new variation. For example:

"Your name is Barb and you live on a boat."

Barb repeats it, then the group repeats it.

8) At the close of the session you could ask the children to try and think of different words that rhyme with their names and/or words that begin with the same sound as the first letter of their names.

Lesson 2

Objectives:

1. to familiarize the children with vowel-consonant configurations--to be selective
2. to get the children to condition themselves to listen for particular sound patterns--to begin to discriminate among sounds
3. to encourage the children to respond in complete sentences

Things to remember:

1. Encourage quick responses.
2. Praise them for correct answers but do not discourage them by showing a negative reaction to an unacceptable response.
3. Note to see if they are discriminating sounds properly.

Begin the program by bringing to their attention what they did the previous lesson in rhyming. Remind them that they should be listening carefully to hear the sound patterns.

1) Now, you say a word to the group, such as sit, and have each child in turn give a word that rhymes with sit. The entire group should repeat each word after each child says one that rhymes.

2) Try to encourage the children to think of different words so no two words are repeated.

3) Go around the circle once or twice, (if they can find enough words that rhyme with the initial word you gave them).

4) If the children have trouble at first, ask for volunteers until they understand what the expected response is to be.

5) Next, choose another word with a different vowel-consonant configuration and have them do the same thing. You may want to do this for several words.

It is important that the child does not become bored; so move quickly, without losing the effectiveness of the lesson.

There will be included for this lesson a rhyming word list which will serve as a guide to you.

6) For the second half of the lesson, you could tell the children you would like them to remember some of the words they rhymed and use them in a sentence. For example:

T: "I ate a pit."
Class: "I ate a pit."
S: "I made a hit."

Always have the group repeat the sentence after each child.

This must keep moving fairly rapidly so as not to lose the sense of rhythm and rhyming.

7) If there is still time left in the session, ask them to find two words that rhyme and use them in a sentence. For example:

"I bought a cot."
"I put a rag in the bag."

It is not absolutely necessary to have the child speak fast, but rather, for the session to move fast. The children should always be encouraged to speak distinctly and to enunciate their words so the other children can repeat them.

Lesson 3

Objectives:

1. to condition the children to be listening for particular sound patterns
2. to have them learn to discriminate different sounds

This lesson will be divided into 3 sections.

A. Sound discrimination

1) You will have a list of rhyming words. There will be a few words that do not rhyme and will be marked.

2) You are to read the list aloud, slowly and clearly and tell the children to listen carefully. Tell them that you think all of the words rhyme but they should help you find some that may not rhyme.

3) They are to raise their hand (or any other method you think is appropriate) when they hear a word that does not rhyme with the other words.

4) If they do well with a few lists, you could read each list slightly faster. It is important to read the list at a constant pace so as not to indicate when a non-rhyming word is next.

B. Reading out loud

1) Choose one of the Dr. Seuss books, preferably one with a short story to read out loud. (A list of books will be provided with this lesson. The ones that are starred are the ones recommended for this particular lesson.)

2) Tell the children to be listening carefully for the rhyming words in the story. Read the story at a steady pace.

C. Re-read the story, or as much as you have time for. Before you re-read it, tell the children that they are going to tell you what words rhyme; so at the end of each page (or convenient stopping spot) you stop and have them tell you what words rhyme on the page.

You may need to re-read a few of the sentences for them.

Lesson 3

Read these lists out loud to the children. Read them at a constant pace. Be sure to speak clearly and distinctly.

sit
bit
knit
lit
bit
blot
fit
grit
hit
bite
kit
mit
pit
pipe
quit
wit

bet
get
jet
neat
let
met
net
pet
set
trick
wet
yet
fret
greet
vet
bet

trap
map
snap
cap
tap
lot
lap
nap
top
rap
strap
flap
wrap
gap
hop
sap

shell
tell
spell
smell
bell
dell
led
fell
get
sell
net
well
yell
quell

chick
trick
pick
kick
lick
Dick
hitch
click
hick
nick
quick
grip
Rick
sick
tick
stick

pot
shot
blot
spot
trot
pop
cot
bought
brought
dot
cap
lot
got
hot
not
rot

beet
eat
feet
tell
greet
heat
meet
neat
creep
seat
treat
cleat
peat
stop

Ted
bed
bread
dead
speed
fed
Fred
Jed
led
Ned
bet
red
sped
said
wed
head

(continued word lists for Lesson 3)

rug
bug
snug
cluck
dug
chug
drug
hug
jug
put
lug
mug
tug
smug
cup

stop
pop
mop
cop
frog
bop
flop
glop
hop
prop
cob
crop
top
Tom
drop

soon
moon
boon
look
coon
doom
goon
lune
noon
prune
soup
tune

blight
fight
height
kite
ripe
light
might
night
neat
plight
right
sight
tight

chip
dip
snip
rip
lip
knit
zip
tip
drip
flip
grip
kite
hip
sip
trip
yip

hay
pay
day
rake
bay
Faye
fray
gay
gray
Jay
bail
Kay
lay
May
pray
flop
Ray
stay
say
slay
spray

Lesson 3: Rhyming Words

sit
bit
knit
lit
hit
grit
kit
mit
pit
quit
wit

bet
get
jet
let
met
net
pet
set
wet
yet
fret
bet

trap
map
snap
cap
tap
lap
nap
rap
strap
flap
wrap
gap

shell
tell
spell
smell
bell
dell
fell
sell
well
yell

game
blame
came
claim
dame
fame
frame
flame
tame
name
same
tame

chick
trick
pick
kick
lick
Dick
click
hick
nick
quick
Rick
sick
tick
stick

pot
shot
blot
spot
trot
cot
bought
brought
sought
dot
lot
got
hot
not

beet
eat
feet
greet
heat
meet
neat
seat
treat
cleat
peat

Ted
bed
bread
dead
sped
fed
Fred
Jed
led
Ned
red
said
wed
head

hat
bat
cat
at
brat
fat
flat
mat
knat
pat
rat
sat
slat
vat

brain
cane
drain
gain
grain
main
pain
rain
sane
train
vain

rug
bug
snug
dug
chug
drug
hug
jug
lug
mug
tug
smug

stop
pop
mop
cop
bop
flop
glop
hop
prop
crop
top
drop

hay
pay
day
bay
Faye
fray
gay
gray
Jay
Kay
lay
May
pray
stay
say
spray

List of Books: (not alphabetical)

1. Cameron, Peggy: I Can't Said the Ant
2. Charlip, Supree: Mother Mother I Feel Sick, Send For the Doctor Quick
3. Lopshire, Robert: Put Me In the Zoo
4. Silverstein, Shel: A Giraffe and a Half
5. McClintock, Mike: Stop That Ball
6. Dr. Seuss: I Had Trouble in Getting to Solla Sollew
7. Dr. Seuss: Yertle the Turtle and Other Stories
8. Dr. Seuss: A Fly Went By
9. Dr. Seuss: One Fish, Two Fish, Red Fish, Blue Fish
10. Dr. Seuss Green Eggs and Ham
11. McKie and Eastman: Snow
12. McGovery, Ann: Arrow Book of Poetry
13. McGuire, Mabel: Finger and Action Rhymes
14. Miami Linguistic Series: The Magic Bean
15. Miami Linguistic Series: The Camping Trip
16. Miami Linguistic Series: The Sack Hut
17. Miami Linguistic Series: Nat the Rat
18. Miami Linguistic Series: The Picnic Ship
19. Miami Linguistic Series: Kid Kit and the Catfish
20. Miami Linguistic Series: Hot Corn Muffins
21. Miami Linguistic Series: Biff and Tiff
22. Miami Linguistic Series: On the Rock in the Pond

Lesson 4

Objectives:

1. to hear the difference between voiced and voiceless initial consonants
2. to have them be able to find examples of voiced and voiceless initial consonants

Things to remember:

1. Be sure to note if they can hear the difference between the voiced and voiceless initial consonants.
2. Speak very clearly so as to be a good model for imitation--you may need to exaggerate your speech in some instances to insure the children's ability to hear the difference.

A. 1) You will have a list of voiceless and voiced sounds used as initial consonants of words.

2) Read each pair of words out loud and have them repeat them after you.

First have the entire group repeat the pair, then go through the entire list again and have each child repeat a pair, as you go in a circle. This will help you find the children who may be having difficulty in this area.

3) Next, provide them with a model, such as the /p/ (voiceless), and /b/ (voiced) sounds using such words as pet - bet. Go around the group and have each child give you a pair of words using the same sounds you provided; then have the group repeat the pair of words after each child. For example:

The model you might give: /t/ - /d/

Teacher: tip - dip
J: tick - Dick
Class: tick - Dick
S: ten - den
Class: ten - den

B. 1) Read some of the verses which will be included in the lesson, emphasizing voiced and voiceless sounds.

These verses were taken from The Big Book of Sounds by Ann M. Flowers; published by the Interstate Printers & Publisher's , Inc.; Danville, Illinois (1963).

2) Have the children clap when they hear the words emphasizing the voiceless initial sounds. You should give them an example of what you mean so they will have no trouble understanding what is expected of them.

4) If you have time at the remainder of the session, you might ask them to make up little verses that use particular initial consonant sounds.

Lesson 4

Voiceless /p/	Voiced /b/
pit	bit
pat	bat
pet	bet
pot	bought
pay	bay
peat	beat
putt	but
pack	back
pond	bond

Voiceless /f/	Voiced /v/
fat	vat
feel	veal
fairy	very
float	vote
fan	van
fine	vine
fail	veil
face	vase
fault	vault
few	view

Voiceless /k/	Voiced /g/
could	good
Kay	gay
cuff	gruff
cot	got
cap	gap
come	gum
cape	gape
con	gone
cave	gave
came	game

Voiceless /θ/	Voiced /ð/
thin	then
thigh	thy
theme	these
think	they
thank	this
thirty	them
thaw	that
three	thee
thump	thus
thief	their

Voiceless /t/	Voiced /d/
tip	dip
ten	den
tick	Dick
tot	dot
tuck	duck
tell	dell
time	dime
tan	Dan
tap	dap
tug	dug

Voiceless /č/	Voiced /ǰ/
chip	jip
chop	job
chap	jap
chug	jug
chunk	junk
chum	jump
chirp	giraffe
chive	jive
cherry	Jerry
chest	gest

Voiceless /s/	Voiced /z/
sit	zit
sip	zip
sap	zap
soar	Zorro
seal	zeal
sink	zinc
sing	zing
Sue	zoo
sounds	zounds

The words do not always have to rhyme.

Lesson 5

Objectives:

1. to be able to recognize objects which begin with a particular sound. (Stressing voiced and voiceless initial consonants.)

For this session it will be necessary for you to have on hand various pictures cut out from magazines. Particularly look for pictures that begin with the sounds you worked on in the previous lesson. Be sure you have a good selection of pictures.

1) You may want to present this lesson as a game to provide motivation and to help the children maintain interest.

2) If you have a felt board, place as many pictures as possible on it (or on the table). Assign each child a different sound to look for. For example:

"Mary, you find a picture that begins with the same sound as the word table."

Be sure to emphasize the sound you want to be looking for.

3) Once she has found an appropriate picture, have her respond in a complete sentence by saying:

"This is a truck."

Next, have the entire group repeat what she says.

A variation of this game (if you have time) would be the following:

1) Place the pictures in a box and have a child reach in and take one out and say what it is. For example:

M: "This is a duck."
Class: "This is a duck."

2) The child who draws the picture then gives a word that begins with the same sound as the picture that is drawn.

You may decide to have the child turn to the person sitting next to him and have him find a word that begins with the same sound as the picture.

3) Once that child gives a word, he may draw a picture out of the box and try to find a word that rhymes with it.

Be certain that the child gives a complete sentence about the picture and that the group responds.

If you still have time at the conclusion of the session, you pick a picture from the box and have each child give a word that begins with the same sound as the picture.

Lesson 6

Objectives:

1. to stress auditory discrimination with vowel-consonant configurations.
2. to be able to "visualize" sounds through practice

For this session you will have prepared for you several short verses; some of which may make little sense.

1) Assign each child a line of the verse to learn by saying it to him slowly, having him repeat it, then having the entire group repeat it. If there are only four lines to a verse, assign the first four children a line and ask the remainder of the group to listen carefully. (You will assign them lines next.)

2) First, you read the entire verse. Next, you have each child who has an assigned line, repeat his line. For example:

S: "If you don't win"
T: "It's best to show"
U: "A pleasant grin"
V: "To all you know."

3) Tell the children that they are going to have to listen very carefully so they can find the ending words that rhyme.

4) Have the first child stand and say his line to the verse. (Make sure he says it clearly so the others will be able to hear.) Have the entire group repeat it.

5) Next, ask the children which one has a line that rhymes with ________'s line and have him stand and say his line. Have the group repeat his.

6) Move to the next child with the second line, and have him do the same thing.

It may be necessary for each child to emphasize the last word.

7) Continue this until every child in the group has been assigned a line to a verse. If they show a strong interest in this, you may want to have another round of it.

Keep the game moving as quickly as possible and always encourage the entire group to repeat the responses so they will maintain interest.

The second half of the session will also be a game emphasizing particular rhyming patterns. You will have prepared for you lists of rhyming words emphasizing particular patterns. This game is to be played much like a "Truth or Consequences Game" and may be described as follows:

1) You select a word from the list, then say, "Tom, you give me a word that rhymes with sit." Make sure they give you a word and not a nonsense syllable.

2) If they cannot think of a word that rhymes--in a reasonably short length of time, tell them they must pay the consequence. It is important that you do not discourage them when they cannot provide a word, but rather, approach it as a game which is fun.

You will be provided with a list of possible consequences; some of which will deal directly with rhyming patterns.

3) You may wish to choose words of increasing difficulty if they seem to be having no trouble at all.

Lesson 7

Objectives:

1. to generalize about particular sound patterns by following appropriate models
2. to become familiar with the this-that demonstratives

For this lesson you will need to collect a variety of objects, preferably ones that are easy to find rhyming words for. You will be provided with a list of suggested objects.

1) Place the objects in a paper sack or in a box so the children cannot see them.

2) You will present this as a "Grab-Bag Rhyming Game." Have each child close his eyes and pick out an object from the box (or bag) and hold it in his lap.

3) Tell them that they are to look at the object they are holding and find a word that rhymes with it--or maybe two or three words.

4) Once they have had time to figure out a rhyming word, start around the group and have each child say what the object is that he is holding and what word rhymes with it. Make sure he uses a complete sentence, then have the group repeat what he says. For example:

T: "This is a lid. It rhymes with kid."
Class: "This is a lid. It rhymes with kid."

If a child has difficulty finding a word that rhymes with the object he holds, ask the group if they can think of anything which rhymes with it and proceed as normal.

5) When you have gone around the group once, have them put the objects back into the box (or leave them out--providing you have a sufficient number of objects left in the box) and have each child pick out a different object. You may wish to do this several times so they become conditioned to the desired response.

6) If you have time left in the session, have them all pick out another object. This time, the first child turns to the person sitting next to him and looks at the object his neighbor is holding and says a word which rhymes with it. For example:

T: "That is a toy. It rhymes with boy."
Class: "That is a toy. It rhymes with boy."

For an assignment:

Have each child bring to the next session some small object from home or something he has found outside and tell him to find words that rhyme with it. Tell them it does not have to be anything special, but rather may only be a leaf, rock, or twig, etc.

Lesson 7

List of suggested objects to use.

book
can
map
shell
net
bell
bag
rag
cap
stick
mit
bug
dog (toy)
top
tray
hay

ball
hat
key
bow
cup
rug
rock
sock
peel (orange)
wheel
hair
brick
table
pen
bread
chair (toy)

clip (paper)
leaf
stone
box
jar
string
wire
dime
broom
prune
light (bulb)
sack
spoon
plate

Lesson 8

Objectives:

1. to generalize about particular sound patterns by following appropriate models
2. to become familiar with the this-that demonstratives.

Things to remember:

1. Give positive reinforcement when a correct or appropriate response is given but do not use any form of negative reinforcement if an incorrect answer is given.
2. Encourage repetition of responses so as to gain maximum understanding of not only the stressed vowel-consonant configurations but also of the use of complete sentences.

For much of this lesson, you will use the materials or objects the children bring and the ones you used for the previous lesson.

1) Have the children sit down with the object they have brought. (Refer to lesson 6.) If a child did not bring an object, let him select one from the box of objects.

2) Have each child, in turn, tell the group what he has and have him give the word that he has chosen to rhyme with it. For example:

   T: "This is a leaf. It rhymes with thief."
   Class: "This is a leaf. It rhymes with thief."
   T: "This is a leaf. It rhymes with beef."
   Class: "This is a leaf. It rhymes with beef."

3) Once each child has found a word that rhymes with his object go around the group again and have them do the same thing they did yesterday:

   Have the child turn to the person sitting next to him and say out loud what object he has and give a word that rhymes with it. For example:

   T: "That is a cup. It rhymes with pup."
   Class: "That is a cup. It rhymes with pup."

4) If you still have time at the end of the session, you might point out an object in the room and have each child respond in the same manner. Make certain the class repeats the response.

You are provided with worksheets for the children to work on individually. Here are the directions you give to the children.

Tell them that you are going to give them some pictures of objects. They are to look at a picture and think of another object that rhymes with the picture and draw it in the space directly below the picture of the given object. Encourage them to say the name of the object quietly to themselves so they will be able to hear the sounds. Before you hand them out, go over each picture and tell them the name of each object so they are certain what the object is.

You might prefer to hand these out at the next session. It might be easier for you to have half of the group working on the worksheets, while you work with the other half, then switch around.

Lesson 9

Objectives:

Same as Lesson 8

1) At the beginning of this session, you may wish to go over the worksheets they did and have each child show what he did for a picture. For example:

T: "This is a hat. It rhymes with cat."
Class: "This is a hat. It rhymes with cat."

You may decide to keep the worksheets for your own reference.

2) For the second half of the session you will be doing an exercise we call rhyming-sentence completions. This is to be treated as a game but conducted as a drill. A variety of rhyming sentence completions will be provided in this lesson for you to use. You read the sentences but leave off the last rhyming word of the second sentence and have the children call out what they think is the correct answer--or call on someone for the answer. Accept any answer which rhymes with the last word of the first sentence, as long as it fits in with the context of the sentence and makes sense. For example:

Teacher: "Jack put the ball,
away in the_______." (hall)

Remember to have the entire group repeat the rhyming sentences.

You may wish to make up a few of your own rhyming sentences to add to the selection. If the children do well on this exercise, suggest that they make up rhyming sentences for each other in the group.

3) For a variation of this, you might use the rhyming-sentence completions in a truth or consequences game. Give one of the sentence-completions and call on the first child. If he cannot find the appropriate rhyming word, point to an object and have him respond to it by saying a word that rhymes with it. For example:

Pretend T could not find the appropriate rhyming word for:

"I'd like to buy,
a big cherry ____." (pie)

Point to an object, i.e., chair and have him respond with, "That is a chair, It rhymes with hair." Always have the group repeat the correct response.

Lesson 9

Rhyming-sentence completions

1. Tom has fun
   with his ______. (gun)

2. Jack put the ball
   away in the ______. (hall)

3. Ting-a-ling, ling.
   Hear the bell ______. (ring)

4. My pajamas are red.
   I wear them in ______. (bed)

5. I have a cat.
   He wears a ______. (hat)

6. Up in that tree,
   I see a ______. (bee)

7. I'd like to buy
   a big cherry ______. (pie)

8. Up on the hill
   is a boy named ______. (Bill)

9. Bob's new model plane
   flew through my window ______. (pane)

10. My new socks
    came in a ______. (box)

11. You need a good ear
    to be able to ______. (hear)

12. You need a good nose
    to smell a red ______. (rose)

13. I have a sink.
    It's painted bright ______. (pink)

14. Up on the wall
    is a picture of ______. (Paul)

15. You don't make hay
    in the middle of ______. (May)

(Lesson 9: Rhyming-sentence completions continued)

16. I wish I could make
something to ______. (bake)

17. It was so dark, a match she lit,
so she could find a place to ______. (sit)

18. I bought a new sewing kit,
so I could make my dresses ______. (fit)

19. Tom's new shoes did not fit,
so mother loosened them a ______. (bit)

20. The other day a book I read.
It's cover was a birght, bright ______. (red)

21. Will you please look
for my fishing ______. (hook)

22. Mother could not cook
without her recipe ______. (book)

23. For your birthday did you get
a new farm and tractor ______? (set)

24. Those were the ladies that I met
who had a dog for a ______. (pet)

25. If a fish you want to get,
you will surely need a ______. (net)

26. A furry cat is a pet.
A fast plane is a ______. (jet)

27. To hit a ball you need a bat.
To sit upon you need a ______. (mat)

28. Over the floor ran a rat.
Up into the air flew a ______. (bat)

29. Jimmy's brother's name is Mat.
He also has a sister ______. (Pat)

30. The soup is hot,
in that ______. (pot)

31. Her dress has lots
of polka ______. (dots)

32. I like to eat
sandwich ______. (meat)

33. Cream of wheat
is good to ______. (eat)

Lesson 10

Objectives:

1. to condition the child to listen for particular rhyming patterns
2. to encourage the child to respond in complete sentences.

Select one of the stories from the list of books given for lesson 3. The children are to do much the same thing for this lesson that they did for lesson 3.

1) Before you begin reading, tell the children to listen very carefully so they will be able to hear the words that rhyme.

2) Read the story through once slowly and clearly, then return to the first page.

3) Tell the group to listen again carefully and tell you the words that rhyme on the page. When a child tells you words that rhyme, make certain that he responds in a complete sentence in the following manner:

   T: "__________ rhymes with __________."
   Class: "__________ rhymes with __________."

4) Once you have gone through the entire page and found most of the words that rhyme, ask the group if they can think of any other words that might rhyme with one of the given words.

5) At the end of the session, ask them different questions about the story to encourage oral responses. If it is possible, try to get the children to respond to questions in complete sentences.

Lesson 11

Objectives:

1. to stress the differentiation between voiced and voiceless consonants in the initial position

The materials necessary for this lesson will be various objects and/or pictures cut from magazines.

1) Hold up a picture from a magazine so everyone in the group can see it and say, "This is a (car)." Have them repeat it after you.

2) Tell them you would like each of them to think of a word that begins with the same sound as the picture. Each child, in turn, gives a word that begins with the same sound as the picture, until everyone in the group has said a word for that picture. Do this for several pictures or until you feel confident that they are very conscious of the initial consonant sounds.

Try to select pictures which begin with different sounds so they will be exposed to more phonemes in the initial position.

3) If you have time left at the end of the session you may wish to do some work with the voiced and voiceless initial consonant sounds. For this exercise, you will need objects and/or pictures which begin with the following sounds:

   /p/, /b/; /k/, /g/; /t/, /d/; /s/, /z/; /f/, /v/;

   /θ/, / /; /c/, /j/.

A list of suggested objects and pictures will be provided for you in this lesson.

4) Hold up the object, i.e. truck (picture) and tell the group you want them to say a word that begins with the voiced (or voiceless) sound. It does not have to rhyme. This concept may be difficult for them to understand at first so provide several examples for them. For example:

   T: truck
   response: dime, duck, dove, door, dong
   T: sock
   response: zebra, zap, zong, zorro

5) At first, select pictures or objects with the voiceless sounds of /p/, /k/, /t/, /s/, /f/, /θ/, and /ð/. Once you have given each child a chance to give one or two words for the picture, choose another picture or object stressing the voiceless initial sound and have them respond with the voiced sound.

Lesson 12

Objectives:

Continuation of lesson 11

This lesson will be a continuation of lesson 11; however, we will add a different aspect to it.

1) Do the same thing you did with the previous lesson, stressing voiced and voiceless sounds in the initial position (refer to lesson 11).

2) Continue this exercise until you feel confident that all of the children in the group can find the voiced sounds for the voiceless sounds given.

3) Next, select an object or picture and explain that they are to do the same--only this time, you will be giving them the picture or object beginning with the voiced sound and they must say a word which emphasized the voiceless parallel to the voiced sound--in the initial position. For example:

   T: "This is a vase."
   response: "fat, fun, float, fight"

It may be necessary to spend much time on this for them to be able to always find the voiced or voiceless opposite of the sound given.

Lesson 13

Objectives:

1. to discriminate initial consonant sounds
2. to become more familiar with initial blends (i.e. st, sq)

For this session, it is imperative that you enunciate your words so the children will be able to distinguish without trouble the initial consonant sounds.

1) You will have prepared for you lists of words with 3 words to a group, then 4 words to a group.

2) Tell the children that they are to listen very carefully so they will be able to tell you which word does not begin with the same sound as the others. For example:

Teacher: run soap room
Class: soap

The lists will be increasingly more difficult so encourage them to listen carefully.

3) You may find it easier to have each child, in turn, find a word that does not belong to the rest of the class of words, rather than having the entire group respond at once.

4) There are worksheets which have been prepared for this lesson. Here are the directions you should give to the children:

Tell the children that they will see rows of pictures. They are to look at the picture on the far left and say it quietly to themselves. Then they are to look at each picture to the right of that picture and say the name of it quietly out loud. They are to put an X on the picture that begins with the same sound as the far left picture. For example:

car | tree rock cap pail

You may wish to hand the worksheets out to half of the group at the beginning of the session while you work with the other half on the exercises. Then switch around.

Lesson 13

Pick out the word that does not begin like the others.

1.	book	bark	soap
2.	car	tap	cake
3.	dog	duck	right
4.	story	egg	elephant
5.	frog	moon	fright
6.	tent	gate	game
7.	hop	cap	hair
8.	jar	jack	goat
9.	moon	lamp	leaf
10.	mark	know	move
11.	none	nap	marry
12.	pickle	pipe	bun
13.	table	raisin	rag
14.	star	zero	story
15.	tack	dime	tar

1.	vase	valley	wagon	very
2.	wash	match	wax	witch
3.	hammer	yellow	yip	yacks
4.	zipper	zorro	zero	sack
5.	berry	piano	box	beet
6.	candle	corn	cap	gate

(continued word lists from Lesson 13)

7.	time	dark	dog	day
8.	face	fork	vase	fun
9.	gun	jump	gape	goat
10.	heaven	hero	hump	spot
11.	jet	giraffe	gum	jug
12.	camel	good	candle	cake
13.	rug	lamb	large	leaf
14.	make	moon	none	move
15.	never	not	next	merry

Lesson 13 - Worksheet

1.

CAT
EGG
APPLE
FISH

eye
ELEPHANT
snowman
table

CANDLE
sock
moon
pig

girl
leaf
ARROW
house

kite
owl
hat
FEATHER

2.

TURTLE
MOUSE
BALLOON
HORSE

car
broom
BELL
umbrella

TOOTHBURSH
spider
coat-hanger
plate

ice-cream
MAN
jar
plane

book
pipe
telephone
HAMMER

3.

TREE
SHIRT
CHAIR
STAR

TRAIN
lion
CHICKEN
drum

flower
tomato
boat
STOP SIGN

rabbit
glove
television
comb

ball
SHOE
dog
purse

The words in bold print in the columns to the right of the master words are the ones which begin with the same sound as the master picture.

Lesson 14 - Lesson 15

For the remaining two sessions on rhyming, you might review some of the previous exercises or concentrate on specific areas or lessons the children had trouble with. You may wish to read a story from one of the suggested books, having them clap on the rhyming words. You might also read a few verses and have them clap or raise their hands when they hear a particular voiced (or voiceless) initial consonant sound. Try the "Truth or Consequences" game concentrating on consonant-vowel configurations, or voiced-voiceless initial consonant sounds. For example:

Teacher: "John, give me a sentence that uses a word which rhymes with hat."

John: "My cat ate the hat."

Teacher: "Give me 2 more words that belong in this group."

time-dime
trick-Dick
tummy-dummy

"They do not necessarily have to rhyme."

Area II: Letter Discrimination (alphabet)

Assumption: It is necessary to know that words are composed of letters before one can begin to read.

Principles:

1. The child must learn to discriminate between letters and numbers.
2. The child must be able to note the difference between upper and lower case letters.
3. The child must be able to discriminate among several similar letters.
4. The child must be aware of the fact that words are composed of letters arranged in a particular order.
5. The child must learn the names of several, if not all of the letters.

Things to remember:

1. It is not essential that the child learn the sound value for a particular letter as it stands by itself.
2. Reinforce the child when he answers correctly, but do not show any type of negative reaction to an incorrect response.
3. Continue the sessions for 20 minutes a day to help maintain the continuity of the program.
4. Continue working on responding in complete sentences.
5. Keep the sessions moving at a constant rate. Demand the children's attention.

Lesson 16

Objectives:

1. to encourage the children to note that their names are composed of letters

Things to remember:

1. Tell the children that in previous exercises they were told always to listen very carefully. For these exercises, they will not only have to listen very carefully but will have to use their eyes carefully now.

2. If a child recognizes the sound value of a letter, do not discourage him, but do not become over-enthusiastic about it.

A. 1) Have enough pieces of paper (cut cards) available to write each child's name on a separate sheet. Print each name in upper case letters. First and last names should be printed. Make it possible for each child to watch you closely as you print. Print slowly enough so he will be able to follow the strokes. Tell them that you always start writing (printing) from the left and write to the right. You might mention to them at this time that, that is how we read also; from left to right.

2) You should have prepared for this lesson by printing all the children's names (first and last names) on a large sheet of paper or poster paper. (Print in upper case letters.) The names should be printed large and clear.

3) After each child has his sheet of paper with his name on it, you will be ready for this next step. Have the first child in the group stand up and say his name loudly and clearly so that the entire group can hear it. He should say:

"My name is ___________ _______________." Then he holds up his card (or paper) with his name on it so the entire group can see it. Next, he walks to the large sheet with all the children's names on it and points to his name and says,

"This is my name." The class repeats by saying,
"That is his name."

4) Continue to do this until everyone in the group has found his name on the large sheet.

B. 5) Have each child look at his name very carefully. Have him look to see if there are any letters which are the same. If he has difficulty, you point to his name on the large sheet of names and ask the group if they can find any letters which look the same. Continue around the group so every child has an opportunity to find the same letters in his name.

Collect the sheets of paper with their names on them at the end of the session.

Lesson 17

Objectives:

1. to identify the letters of their name with the letters of the alphabet
2. to identify the letters of various words with letters of the alphabet

A. You will have prepared for you a copy of the alphabet or you might decide to make a copy yourself. There are various ways to do this. Below are a few suggestions of how to display the alphabet:

   a. Felt board with felt cut-out letters
   b. Cards with a letter on each card (displayed on the table or blackboard)
   c. Write the letters on the blackboard.
   d. Write the alphabet on a large sheet of paper or poster paper.

1) Pass out the cards (or sheets of paper) with the children's names on them. Have the entire alphabet displayed in such a way so all the children can easily see it.

2) Call on various children to find (point out) the letters of either their first name or last name in the alphabet which is displayed. Be certain that each child is called on to identify the letters of his name with the letters of the alphabet.

   It is not necessary for the children to know the names of the letters yet, but rather to be able to discriminate among them.

B. 3) If you have time at the end of the session you may wish to do this exercise. Have prepared, a group of cards with a different word on each card. Make them of varying difficulty. Have the first child choose one of the cards, which should be face down, and identify the letters of the word to the corresponding letters in the alphabet.

There are worksheets prepared for this lesson. Each sheet will have the alphabet printed on it twice. You are to print each child's name at the top of his paper in upper case letters. Tell the children that they are to look at their first name then find the letters of their name in the first alphabet and put an X on it. If there are two or more letters that are the same in their name, put the appropriate number of X's on that letter of the alphabet. For example:

JERRY SMITH

A B C D ~~E~~ F G H I ~~J~~ K L M N O P Q ~~R~~ S T U V W X ~~Y~~ Z

A B C D E F G ~~H~~ ~~I~~ J K L ~~M~~ N O P Q R ~~S~~ ~~T~~ U V W X Y Z

They are to do the same thing with their last name and the second alphabet.

Lesson 18

Objectives:

1. to recognize the initials of their names
2. to be able to discriminate among letters
3. to become familiar with the these-those demonstratives

A. You will have prepared for you a large picture of a house with cut out windows. To go with this house you will have several paper dolls. You are to write the initials of a child on each doll on the front and his name on the back as follows:

1) Place a doll in each window so that each child in the group has his initials and name on a doll in a window.

First place all the dolls so the names (back) are showing.

2) Pass out each child's name card (or sheet of paper with his name printed on it).

3) Each child, in turn, is to look at his name on his card. Then he holds it up so everyone can see it. Next, he is to walk up to the house picture and find the doll in the window with his name on it. If he has trouble, ask the group to help out, but do not discourage him. Once he has found the correct doll and responded correctly by saying, "This is my name.", he sits down and the next child does the same thing until you have gone around the entire group.

B. 4) Have the children all look at their name cards again carefully. Tell them to be certain to look at the first letter of their first name and the first letter of their last name. While they are doing that, take down the dolls from the windows, mix them up, and put them back in the windows so their initial side is showing.

5) Now, tell the children that these are initials and have them repeat it after you. Begin around the group in the same manner as before, but this time, have each child find his own initials and respond by saying, "These are my initials." Have the class respond with, "Those are his initials."

6) If you complete this and you find you still have time left in the session, switch the children's name cards around so each child is holding the name of some other child--then proceed as before.

Lesson 19

Objectives:

1. to be able to discriminate among letters which are similar
2. to see the use of letters in a story and identify them--not by name, but rather, by sight
3. to become familiar with lower-case letters

For this lesson, you will be working with half of the group for the first part of the session and with the other half for the second part of the session.

1) For the half which you are not working with directly, you will assign worksheets which should be completed while you work with the other half. The worksheets will look as follows:

A // D / H / A / B

The child is to put an X on the letter that matches the letter in the left hand portion of the group of letters.

2) While the other half of the group is working on the worksheets you will read a story from an alphabet book (preferably the Head Start book listed as a reference). Encourage the children to point out different letters that match. Always tell them to speak in complete sentences. For example:

"This letter matches this one."

(It is not important yet for them to learn the names of the letters.)

3) When you finish reading the story to the first half, give them the worksheets and read the story to the other half.

Lesson 20

Objectives:

1. to become familiar with left-to-right "reading"
2. to be able to discriminate letters

For this lesson, you will have prepared for you cards with a different letter of the alphabet. You will also have provided for you large master sheets with several letters on them in each row.

A. 1) You are to place the master sheets so that all the children in the group will see them with no trouble.

2) You should have all of the letter cards face down. You may decide to place them in a box or merely on a table.

3) Have the first child choose one of the cards and look at it carefully. Then have him walk to the master sheets and find the letter which he is holding. Tell the children that they are to start at the upper left-hand corner of the first sheet and move their eyes from left-to-right, down to the next row left-to-right until they find the correct letter. This is to help them become familiar with the left-to-right sequence.

When a child identifies the correct letter, have him respond by saying, "This is the letter." Have the class repeat by saying, "That is the letter."

It is important for the children to hold the letter they are holding in the correct position so it can be easily identified.

B. 4) Once you have completed the alphabet once or twice and every child has had about two chances to identify the proper letter from the master sheets, collect all of the letters they are holding. If you still have time left in the session, pass out each child's name card. Have the first child stand and say his name--in a complete sentence--and show the group his name card.

5) He should go to the master sheets and find the letters of his first name on the sheets in the same manner as he did before. Continue around the group so each child is given equal opportunity to find the letters of his first name.

Lesson 21

Objectives:

1. to become familiar with the concept of "word"
2. to realize that words are composed of letters

You will need to use the word cards prepared for Lesson 17. This game should be conducted in much the same way as Lesson 20.

1) Have the word cards in a box, face-down. Be certain that the master sheets are displayed in a place where all of the children can see them.

2) Explain to the children at the beginning of the session that each card has a word on it and each word is made up of letters. They are to find the letters in the word.

3) You might wish to conduct this game as follows:

   You say a word, such as top. Tell the first child to say a word which rhymes with top. For example:

   Teacher: "Johnny, what word rhymes with (sounds like) top?"
   J: "Pop rhymes with (sounds like) top."
   Class: "Pop rhymes with (sounds like) top."

4) If he can say a word that rhymes with a word you give him and responds in the correct manner, he may choose a word from the box.

5) He is to look at it and say, "This is a word." The class is to repeat it. The teacher tells him what the word is and he replies with, "This word is _______." The class repeats, "This word is ________."

6) Next, he goes to the master sheets and points out the letters of the word.

7) You may wish to go around the group several times.

It is important for the child always to respond in a complete sentence and for the group to repeat his response. Try to keep the game moving at a fairly rapid rate, or as fast as they can, to maintain their attention.

Lesson 22

Objectives:

1. to be able to identify both lower and upper case letters
2. to realize that words are composed of letters arranged in a particular order

For this lesson you will need to cut out words from magazines, preferably ones which are printed and are fairly large. You may prefer, however, to use word cards.

1) Place the alphabet master sheets or a copy of the alphabet somewhere so all of the children can see it.

2) Put the cut out words from the magazines in a box face-down.

3) Say a word such as car and tell the first child that he must give you a word that begins with the same sound as car and use it in a sentence. For example:

J: "I have a cat (in the car)."
Class: "I have a cat (in the car)."

4) The child is then to take out a word and hold it up to the group and say, "This is a word." The class repeats his response. You tell him what the word is and he should reply with, "This word is ________." The class repeats him.

5) He is to go to the master sheets and find the first letter of the word and point to it. He then returns to his chair and hands the word to the next child. Before the child can go to find the second letter of the word on the master sheets, you give him the word and have him do the same thing as the first child. If he responds correctly he may go and point out the second letter to the word. Continue to do this until the entire word has been completed, then have another child pick out a new word from the box.

6) You may vary this slightly by having the children give a word that rhymes with your word, instead of the one which begins with the same sound.

Keep the exercise moving fairly rapidly, so the children do not lose interest.

Lesson 23

Objectives:

1. to become familiar with a few of the letter names
2. to begin to learn the names of the letters in their names

For this session you will use the letter cards with lower case and upper case letters on them. This session is to be conducted much like drill work. It is important to keep it moving at a fairly rapid pace. You will only need to use the letters from A-K.

1) Explain to the children that you are now going to learn the names of the letters. Do not become concerned with giving them the sound values of the letters, but rather, only the names.

2) Hold up the letter A card and say:

Teacher: "This is A."
Class: "This is A."
Teacher: "What is this?"
Class: "This is A."

The teacher may then call on various children individually and ask them, "What is this?", and have them respond in the correct manner.

3) Move to letter B etc. and do the same thing. You may wish to go back to the previous letters and ask them what they are, to keep the letters fresh in their minds.

4) Once you have gone completely through the letters A-K and you feel the children are beginning to gain an understanding of the letter names, you might ask various children to be the teacher. They hold up one letter and ask, "What is this?" The rest of the group is to answer correctly.

Lesson 24

Objectives:

1. to become familiar with a few of the letter names.

For this session you will need to prepare cut out letters from card board or construction paper. Cut out both upper case and lower case letters. (These materials may be already prepared for you.)

1) Put only the letters A through K in a box (which should be decorated). This game is like fishing. You will have a pole (stick or yardstick) with a string attached to it. A magnet, preferably a horseshoe magnet should be attached to the string. Each letter should have a paper clip taped or glued to it. Place the letters face-down so the paper clips are on the outside.

2) The first child is to fish for a letter, then take it off the magnet carefully. He tells the group what letter it is and they respond. For example:

J: "This is B."
Class: "This is B."

If the child does not remember the name of the letter or gives the incorrect name, have him ask the class what letter it is in the following manner:

J: "What is this?"
Class: "It is B."

You may call on different children to make certain they all understand the name of the letter.

3) Have each child fish a letter and follow the same pattern described above until all of the letters (A-K) have been fished out.

B. 4) Pass out the children's name cards. Next, place all of the letters they fished on the table, or in a place where everyone can see them easily.

5) Have the children look at their first names and then at the displayed letters. Call on different children to see if any of the letters from A-K are in their first name. Be certain that they always respond in complete sentences with the group repeating after them.

Lesson 25

Objectives:

1. to learn the names of the letters from K through Z
2. to understand the negative transformations (not transformations)

For this session you will use the letter cards K-Z.

1) This lesson will be conducted in much the same way as Lesson 23. Begin with letter K. Hold up the letter and say, "This is K." Have the group repeat by saying, "That is K."

2) Next, ask, "What is this?" Have the group repeat, "This is K." Call on various children and ask them again and have them respond correctly.

3) Now you are to introduce the negative transformations by asking, "Is this B?" They are to respond with, "No, that letter is not B. It is K." It is important that they respond in this manner. Call on various children and ask them if the K is a different letter.

4) Continue through the alphabet to Z in the same manner. Be certain to go back to previous letters every now and then as you continue through the alphabet so they do not forget the names of the letters they just learned.

It is important that you keep this session moving at a fairly fast rate, but not so fast that they do not understand the desired responses.

B. 5) If you have time at the end of the session, teach them the "Alphabet Song," to be sung to the tune of "Twinkle, Twinkle Little Star."

Watch to make sure they do not slur a few letters into one, e.g.; l, m, n, o, p. They must understand that each letter of the alphabet is represented in the song.

Lesson 26

Objectives:

1. to learn the names of all the letters of the alphabet

2. to understand the use of not transformations

For this lesson you will use an alphabet wheel which will be prepared for you. The wheel will be made in such a way that there will be a spinner in the center. Around the periphery of the wheel will be the letters of the alphabet in both upper case and lower case.

The master sheets with the alphabet whould be placed where everyone can see them.

You will need to hand out the children's name cards.

A. 1) Begin this session by singing the alphabet song a few times to refresh in the children's minds the names of all the letters.

2) Place the alphabet wheel upright on the table or blackboard. Call on a child to go to the wheel and spin the arrow. He is to say the name of the letter the arrow points to, or the letter closest to where the arrow stops. The class should then repeat what he says.

If the child does not know the name of the letter, you ask the class and have them respond in a complete sentence.

3) Occasionally use the negative form when asking about a letter. For example:

Teacher: "Is this M?"
Class: "No it is not M. It is R."

It is very important for the children to understand the negative transformation, so call on individual children to supply the correct response.

B. 4) Once it is understood what the name of the letter is, where the arrow is pointing, have the group look at their name cards to see if that letter is in their first or last names. If it is, they are to raise their hands. Have each child stand up and show the group (by pointing) the letter (s). He must respond with:

J: "This is (K)."
Class: "That is (K)."

5) After each child has had a chance to show the group his name with the appropriate letter shown by the spinner, have the next child go to the alphabet wheel and continue as before.

C. 6) If you have enough time at the end of the session, call on various children to tell you what the names of letters are in their names. If they have any trouble remembering, call on the rest of the group to help, or tell him what the letter is.

Lesson 27

Objectives:

1. to learn the names of all of the letters of their names

For this session you will need to use the following materials:

1. alphabet cards (or master sheets)
2. name cards
3. word cards
4. alphabet wheel

A. 1) Begin the session by singing the alphabet song. Be certain they do not slur the letters together.

2) Review the letters of the alphabet by pointing to various letters (use either the master sheets or alphabet cards). Use the following pattern:

Teacher: "What letter is this (Mary)?"
M: "It is G."
Class: "It is G."
Teacher: "Is this S?" (Charles)
C: "No, it is not S. It is G."

Keep this exercise moving at a good pace and demand the correct response.

B. 3) When you have spent from five to seven minutes on the above exercise, set up the alphabet wheel so everyone can see it. Spin the arrow and call on various children to tell you what letter it points to. Have the group repeat the correct response.

C. 4) Once you feel fairly confident that the children know the names of all, or at least most, of the letters, hand out their name cards.

5) Each child is to stand up, in turn, and say his name. He is to show the group his name card, then proceed to say the name of each letter of his first name. If he has some difficulty, call on children who know the name of the letter. Do not discourage the child, but rather, tell him that perhaps he can help with someone else's name.

It might be good for you to give an example first of how it should be done.

6) You may wish to end this session by singing the alphabet song.

Lesson 28

Objectives:

1. to become familiar with the sound-symbol correspondence

For this lesson you will need to use a number of objects or cut-out pictures from magazines. (You may wish to use the pictures from previous lessons.)

You will need to use the alphabet cards with both the upper case and lower case letters printed on them.

A. 1) Begin this session by displaying the objects (or pictures) in a place where all of the children can see them. Also display the alphabet cards so they can see them.

You should have an object (or picture) which begins with a sound to correspond to every letter in the alphabet. For example:

A - apple
B - box
C - carton

Be certain that the objects (or pictures) do not represent exceptions to sounds represented by letters. For example:

K - knit, knife

Choose, rather something like K-kite.

2) Hold up the first letter - A - and find an object (picture) which begins with the letter A. Use the following pattern:

Teacher: "What letter is this?"
Class: "That is A."
Teacher: "This is an apple. A - for apple."
Class: "That is an apple. A - for apple."

You may wish to call on various children to respond but always have the group repeat the response.

3) Once they have responded, print the letter A and the name of the object on the blackboard. If no blackboard is available, use paper. You may wish to write it in both upper case and lower case letters. Point out the letter - A - and how it corresponds to the A in apple. Continue with this exercise until all of the letters in the alphabet have been reviewed.

4) When you finish the exercise, return to the beginning of the alphabet and ask the children to think of words which begin with different letters.

There are worksheets for this lesson which you should pass out at the end of the session. The directions for them are as follows:

Tell them that each block has a letter printed in the corner, a word beginning with that letter, and a picture of the word. They are to circle the letter in the word which corresponds to the letter in the corner. Then they are to say the name of the letter and what the picture is, quietly to themselves. Below, will be two pictures, one of which begins with a b, (for example). He is to circle the picture that begins with b.

Lesson 29

Objectives:

1. to realize that words are composed of letters arranged in a particular order

For this lesson you will need small cut-out letters from A-Z (lower-case). There are various ways you can do this.

1) use felt letters and a felt board
2) cardboard letters
3) letters cut out from construction paper

You will need to use the word cards for this lesson.

A. 1) Show the group one of the words of a word card. (Start with small words.) Have the cut-out alphabet arranged in such a way that all the children can see it.

2) Call on the first child. Have him look at the word very carefully, then find the letters of the word from the cut-out letters and arrange them in the proper order. Tell the group what the word is and have them repeat it.

3) Have the next child go to the arranged letters of the word and say the name of each letter. Have the group repeat them after him.

4) The next child should look at the word very carefully, then close his eyes as you scramble the letters around. He is to arrange the letters in the correct order and recite the word again. Have the group repeat it after him.

5) Choose another word and use the same procedure as before.

B. 6) For a variation, have different children be in charge of selecting the word to be used.

Lesson 30

Objectives:

1. to be able to distinguish letters from numbers

For this lesson, you will need to have cut-out numbers the same size and color as the cut-out letters for the fishing game. Tape or glue a paper clip to the back of each number.

It is not necessary in this lesson for the child to know the names of the numbers, but rather, to be able to distinguish them from letters.

A. 1) Before you begin this lesson, write on the blackboard or on a large sheet of paper, the numbers from 1-10 so all of the children can see them. Explain to the children that the symbols they see are called numbers, not letters, and have them repeat it after you.

2) Place all of the letters and numbers face down in the box so the paper clips are on the outside. Have the first child in the group take the fishing pole with the magnet attached to the string and fish for a letter or number.

3) Once he has a letter or number attached to the magnet, have him tell the group if it is a letter or number. For example:

a) M: "This is a letter. It is G."
Class: "This is a letter. It is G."
M: "This is not a number."
Class: "This is not a number."

b) M: "This is a number. It is not a letter."
Class: "This is a number. It is not a letter."

4) Continue around the group until all of the letters and numbers have been fished out from the box. If the children are still enthusiastic about the game, continue for a short while. If their attention is dropping, move to the next activity.

B. 5) Write on the blackboard (or paper) a list of numbers and letters combined. For example:

S M 3 R X 5 1 0 T B A 6

Point to various letters (or numbers) and have the group tell you if it is a letter or number. You may decide to call on various children individually. Make certain they respond in complete sentences with the group repeating their response.

You will have worksheets for this lesson. On each worksheet will be combinations of letters and numbers. For the first two worksheets, have the children put a cross (X) on (or circle) the letters. On the next two worksheets, have them put a cross (X) on (or circle) the numbers.

You may wish to spend two or more days on this lesson.

Lesson 31

This is to be a review session. Decide what areas of work you think the children need and concentrate on those areas. Use any of the materials or worksheets you used for previous lessons.

You may decide that the children are not properly prepared in this area of letter discrimination. If this is the case, go back to some of the lessons and spend more time on them. This is a very important stage for reading readiness.

Area III: Morphology - grammar and syntax

Assumption: It is necessary for a child to understand basic sentence constructions and various grammatical patterns, as well as have an understanding of syntax in order to be prepared for reading.

Principles:

1. The child must understand the proper use of demonstratives.
2. The child must be able to distinguish between the concepts of singular and plural and be able to use them properly.
3. The child must understand the use of the not statements.
4. The child must be able to use prepositions correctly in sentences.

Things to remember:

1. You, as the teacher, must provide proper models for the children.
2. Make certain that all or most responses made are in complete sentences.

There is a list of suggested activities for this area of work which you may wish to use. They are taken from the Bereiter-Engelmann kindergarten program at the Lt. Joseph P. Kennedy School in Palos Park, Illinois.

Lesson 32

Objectives:

1. to make it habitual for the children to respond in complete sentences
2. to understand the use of *this* - *that* demonstratives

For this session you may wish to use some of the pictures or objects you used in previous lessons. This lesson should be presented at a constant pace, much like drill work.

1) Point to an object, (or picture) which you have in a box, or perhaps just any object in the room. Use the following model:

Teacher: "What is this?"
Class: "It is a chair."
Teacher: "Tom, what is this:"
T: "It is a chair."

Use this model for several examples, until the children understand what the desired response is to be.

2) Point to an object, (or picture) in the same manner described above, but use the following model:

Teacher: "What is *this*?" (an object very close)
Class: "*This* is a table."
Teacher: "(Mary), what is this?"
M: "*This* is a table."
Teacher: "What is *that*?" (pointing to an object further away)
Class: "*That* is a ball."
Teacher: "(Joe), what is that?"
J: "*That* is a ball."

Continue with this exercise until the end of the session. You may wish to hold up a picture from a storybook and ask questions about the different things in the picture, using the same models described above.

Lesson 33

Objectives:

1. to understand the use of these - those demonstratives

For this session you will have prepared for you a group of pictures. On one half of the paper will be a picture of one object. On the other half of the paper will be a group of the same object. You may wish to use a felt board with a variety of cut-out felt objects for this session, or perhaps groups of objects you have available.

1) Point to the side of the paper showing a picture of one object and say, "This is a (glove)." Have the group repeat it after you. Next, point to the side of the paper with several of the same object and say, "These are gloves." Have the group once again repeat after you. Do this for several pictures. You may wish to call on various children individually to provide the desired response.

2) Once you have done this for several pictures, use the following model:

Teacher: "What is this?" (pointing to a single object)
Class: "This is a (glove)."
Teacher: "What are these?" (pointing to several objects)
Class: "These are gloves."

3) Next, do the same thing described above using the that-those demonstratives.

Call on various individual children. You may need to spend a few days on these exercises. There will be a tape provided for this lesson with pictures.

Lesson 34

Objectives:

1. to be able to use the this-that and these-those demonstratives correctly
2. to be able to use demonstratives correctly in "not statements"

For this lesson you will use the same materials you used in Lessons 32 and 33. A tape will be provided for this lesson with accompanying sheets. You will also need to have a book to read, preferably a Dr. Seuss book.

A. 1) Point to an object, or to the half of the picture showing only one object. Use the following model:

Teacher: "What is this?"
Class: "That is a (glove)."
Teacher: "Is this a car?"
Class: "No, that is not a car. That is a glove."

Call on various individual children to answer and have the group repeat the correct response.

2) Once they understand what the expected response is, do the same thing with the group of objects (or pictures). Next, use the above model for both the single objects and group of objects.

B. 3) Read a story from a book. As you read the story, ask different children questions about it. Try to get them to respond with the use of the demonstratives and "not statements." This will require you to ask the type of questions which call for that particular response.

Lesson 35

Objectives:

1. to understand the use of particular prepositions in a sentence
2. to be able to use certain prepositions correctly in the "not statement"

For this session you will need a fairly large box. You may decide to use the decorated box you have used in previous lessons. You will also need various small objects.

1) Take an object (a ball, for example) and put it in the box. Ask the group where the ball is. For example:

   Teacher: "Where is the ball?"
   Class: "It is in the box."
   Teacher: "(John), where is the ball?"
   J: "It is in the box."
   Class: "It is in the box."

2) Next, put the ball beside the box and use the same model described above. This time, however, include the question:

   Teacher: "Is the ball in the box?"
   Class: "No, it is not in the box. It is beside the box."

   Use this same model with several different objects until you feel confident that they understand the concepts of in and beside and can use them correctly in sentences.

3) Once they understand the above two concepts, you may continue in the same manner with the following concepts:

   in
   on
   over
   under
   next to
   in front of
   in back of
   beside
   between
   inside
   outside
   near
   far

Keep the session moving at a fairly rapid pace. Be certain to call on various individuals to respond and have the class always repeat the correct response.

*Aud.-Dec. & Assoc: Negative statements are encouraged in this exercise. The teacher shows the children an object such as a chair and they must tell her what it is by responding, "This is a chair." The teacher then begins to tell the children various things that this chair is not.. For example: the teacher will say: "This chair is not a car...this chair in not a piano...this chair is not a bead." After doing it herself a few times, the teacher then asks the children again to tell what the object is and they again respond with "This is a chair." Then she asks the children to tell her the different things a chair is not, and the children respond accordingly.

*This activity has been taken from the list of kindergarten activities at the Lt. Joseph P. Kennedy School at Palos Park, Illinois. It is part of Bereiter and Engelmann's program for pre-school children.

KINDERGARTEN ACTIVITIES*

These activities are designed to encourage the child to respond orally and in complete sentences.

1. Memory: Vis. - Motor Seq: Various objects are scattered on the floor or on a table before the children. The teacher gives specific commands. "Bring me the chicken and the apple." The child picks up the specified objects and must then say, "I have the chicken and the apple." These commands can be decreased or increased according to the ability of each individual child.

2. Memory: Auditory - Vocal: The teacher says short phrases and sentences. The children repeat them after her. For example: The boy ran...child repeats...My house is red...These sentences can be made more complex according to the ability of the individual child.

3. Memory: Vis. - Mt. Seq: The teacher tells a story at the flannel board, placing appropriate pictures on the board as the story develops, until at the end of the story, it is illustrated on the flannel board. The teacher then removes the pictures, and the child retells the story, placing the appropriate pictures in the correct sequence. *(Auditory Vocal, also.)

4. Memory: Vis. - Motor Seq: Five (or any number) pictures are placed on the flannel board, and the children are to tell what they are. "This is a ball, this is a tree, etc..." Then the child turns around, and must name the pictures in the correct sequence.

   The same may be done with objects, or colors, beads, pegs, pictures, etc.

5. Memory: The teacher uses a colorful picture book, and shows the child 2, 3, or 4 pictures at a time. Then the pictures are removed and questions are asked concerning what the child saw. For example: if it was a book about the circus, the teacher will ask, "Who was riding a bike...who had balloons...who had a red ball on his nose... etc."

6. Memory: Vis. - Motor Seq: Using a pail and a mailbox and a playhouse, one particular child is given two objects, and he hides them in one of these three places. After placing the object in a particular place, he is to say each time: "I put the ball in the mailbox, I put the ribbon in the pail..." Then the other children are asked specific questions as to where a particular article is and they are to respond, "The ball is in the mailbox or the ribbon is in the pail, etc..

7. Vocal Encoding: The children are given simple pictures, and they are to tell as much as they can about the picture. This can be done with toys, as well as any other things which would provoke original ideas from the children.

8. Vocal Encoding: The teacher shows the child two toys, such as an airplane and a car, and asks, "Which of these goes faster?" The child is to reply, "The airplane goes faster." Or the teacher shows a rocking chair and a boat and says, "Which of these would go in the water?" The child is to reply, "The boat goes in the water."

9. Vocal Encoding: The teacher may use a catalogue or a picture book and ask the child to explain the purpose of particular pictures. For example: a bathtub, a boat, a lawn mower ..

10. Vocal Encoding: The children take turns describing each other in the group. They are to use as many ideas as they can to describe a particular child to the group. Further developments would be to have the children describe one of the boys to the group and then have the others guess about who is being described.

11. Vocal Encoding: The teacher begins this exercise by saying to one of the children, "If you went swimming, what would you wear?" The child is to answer, "I would wear a swimming suit." The teacher continues the exercise by asking such questions as "How would the weather be?" or "What else is there besides water at a beach?" Many variations can be included in this exercise.

12. Vocal Encoding: Problem solving situations are presented to the children. For example: "If you had a tummy ache, what would you do? If you fell off your bike, and cut your knee, what would you do: If you were in a department store and got lost, what would you do? If you wanted to go into your house, but the door was locked, what would you do?" etc.

13. Vocal Encoding plus Memory: Aud. Voc. Seq: Different toys or hand puppets may be used for this exercise. For example: the circus clown puppet is given to the fist child in the row. He must tell something about the clown. "The clown's name is Happy." Then the puppet is given to the next child, he must first repeat what the first child said, then add a new idea of his own, such as: "The clown's name is Happy; the clown can ride on a bicycle." The next child must repeat the first two ideas, in sequence, and then add a new one of his own. "The clown's name is Happy; the clown can ride a bicycle; and the clown can eat hamburgers, etc."

14. Vocal Encoding: By using the theme of community helpers, the teacher may ask a child to describe, verbally, all the ways a policeman can help us. He should be allowed to describe the policeman, with his own ideas; even as to how he dresses, and just what his duties are. Other examples are: the fireman, the doctor, the pilot, the baker, the sailor, the nurse, the teacher, the storekeeper, the soldier, etc.

15. Vocal Encoding: The teacher asks the child to tell original stories. She may either suggest a topic, or the child may choose his own. Examples: Tell me a story about your daddy, a doctor, a fire, a tiger, a puppy. It is a suggestion, that when possible, the teacher might use a tape recorder for an exercise of this type, and then play the stories back to the children. This is a tremendous motivating stimulus for the child.

16. Vocal Encoding: Each child is given a small picture book. The teacher then has the children take turns selecting whichever page they would like and then verbally describe it to the rest of the children, while showing them the picture.

17. Vocal Encoding: The child and the teacher travel rapidly around the classroom and as the teacher points to specific objects, the child is to identify them as accurately as he can, and as quickly as he can.

18. Vocal Encoding plus Association: The teacher asks the questions, such as: "If you went into a bakeshop, what are some of the things you would buy?" The child responds accordingly, but, must keep within the given category. Other suggestions are: a drug store, a shoe store, a dime store, a butcher shop, a super market, a pet shop, etc.

19. Vocal Encoding: The teacher asks a lot of "why" questions. Examples: Why does mommie hang wet clothes on the line...why do we put gas in a car...why do we use an umbrella when it rains... why do we put ice cubes in a refrigerator...etc.

20. Vocal Encoding: A puppet show, with hand puppets, is a very useful and purposeful exercise in vocal encoding, at any level. The children must create their own story.

21. Vocal Encoding: For this exercise, play telephones are needed and the children must sit at some distance from each other. The teacher directs the children having a telephone conversation as to who they are to represent. For example: the teacher tells one child he is to pretend he is sick and he is to call the doctor and ask for help. The other child is told that he is the doctor, and when the telephone call comes he must be able to give necessary help to the sick person. If battery operated telephones are available, these can be most useful.

22. Vocal Encoding: This is a radio game and the children sit around the table with the teacher much the same way as the panelists on a radio or TV program sit with the MC. A makebelieve microphone is placed on the table and the children are told that they are going to be asked questions such as the following: "What is your name...where do you live...where do you go to school...what does your daddy do...do you have any brothers or sisters...what is your favorite game...what do you like to eat...etc."

23. Aud. - Voc. Automatic: The child is given one object, such as a boat. The child says "I have one boat." He then places the number 1 beneath the boat. Then the child is given a second boat, and he responds: "I have 2 boats." The s sound is added and the child places the number 2 beneath the boat.

24. Aud. - Vocal Association: Silly sayings are presented to the children, and they must catch what is wrong with the sentence. Some examples of silly sayings are: Ice-cream is hot; I sleep in a bathtub; I brush my teeth with a comb, etc.

25. Aud. Decoding & Assoc.: Any story told to the class, is an example of auditory decoding. Having the children answer questions about the story, verifies their amount of comprehension.

26. Aud. - Dec. & Assoc.: Three chairs are placed in front of the children and the children are directed to sit on a specific chair. If the teacher says, "Mark, sit on the first chair," then Mark performs the command and responds, "I am sitting on the first chair."

27. Aud. - Dec. & Assoc.: The teacher tells a story and leaves off a key word. For example: The dog ate a __________. The child must supply a meaningful word.

28. Aud. - Vocal Association: The teacher asks, "What goes with a key?" Child responds, "Door...(but this should be in a complete sentence...). "A key and a door go together." What goes with a shoe, a cup, a salt, etc..

29. Aud. - Dec. & Assoc.: Association clues are given to the children for them to complete. For example: the teacher says; "I sleep in a ________; a baby drinks _______; I put salt on my _____.

30. Aud. - Dec. & Assoc.: Assorted objects are placed on the table and the teacher asks the children questions such as these: "Find something you can wear, or find something you can cut with, or find something you can make music with." The child must go to the table and select the correct corresponding object and say, "I can wear a glove, or I can cut with scissors...etc."

31. Aud. - Dec. & Assoc.: Negative statements are encouraged in this exercise. The teacher shows the children an object such as a chair and they must tell her what it is by responding. "This is a chair." The teacher then begins to tell the children various things that this chair is not. For example: the teacher will say, "This chair is not a bed...this chair is not a car...this chair is not a piano ...this chair is not a bead." After doing it herself a few times, the teacher then asks the children again to tell what the object is and they again respond with "This is a chair." Then she asks the children to tell her the different things a chair is not, and the children respond accordingly.

32. Aud. - Dec. & Assoc.: The teacher throws out statements such as "who lives in a birdhouse...hotel...doghouse...tent...nest...apartment house...etc."

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* These activities have been taken from the list of kindergarten activities at the Lt. Joseph P. Kennedy School at Palos Park, Illinois. They are part of Bereiter and Engelmann's program for pre-school children.

Area IV: Grammar and syntax

Assumption: It is necessary for a child to understand the use of modifiers and be able to use at least a single modifier in a sentence to be properly prepared for reading.

Principles:

1. The child must be able to understand the concepts of color, shape, size, and number.
2. The child must be able to use at least one modifier correctly in a sentence.

Lesson 36

Objectives:

1. to learn several basic colors
2. to be able to use the name of the color in a sentence.

For this session you will need squares, circles, rectangles, and triangles of different colors and sizes. Construction paper is usually the best material to use for this. The colors you will need are: red, yellow, green, blue, white, black, orange. For later use you could make color shapes for gray, pink, purple, and brown. Make several different shapes of the same color. Put them in a box.

A. 1) Tell the children they are going to learn the names of colors. First ask them if they know any names of the colors.

2) Take one of the colored shapes from the box and hold it up to the class. Tell the group what the color is and have them repeat it after you. For example:

Teacher: "This is a color. It is red."
Class: "This is a color. It is red."
Teacher: "This is red."
Class: "This is red."
Teacher: "(Mary), what color is this?"
M: "It is red."
Class: "It is red."

Call on various children.

3) Take out another color from the box and do the same thing. This time, however, include the type question that demands a negative response. For example:

Teacher: "Is this color red?"
Class: "No, it is not red. It is blue."

Do this for several, or all of the colors in the box.

B. 4) Hold up one of the color shapes and ask the group what it is. When they answer correctly, have them all look at the clothes they are wearing. Have each child raise his hand and tell you, in turn, what piece of clothing he is wearing that is the same as the color you hold. For example:

Teacher: "What color is this?"
Class: "It is yellow."
Teacher: "Who is wearing something that is yellow?"
M: "I am wearing a dress. It is yellow."

Teacher: "(Mary) is wearing a yellow dress."
Class: "(Mary) is wearing a yellow dress."

Do this for several of the colors. You may decide to begin the next lesson with this exercise.

Lesson 37

Objectives:

1. to understand the names of seven colors
2. to be able to use the name of a color in a sentence as a single modifier.

For this lesson you will be using a color wheel. This wheel will be made the same as the alphabet wheel but will have patches of colors instead of letters.

A. 1) Give the first child a word, such as chair, and have him tell you a word that rhymes with chair. Have him respond in a complete sentence. For example:

Teacher: "(Tom), tell me a word that rhymes with chair."
T: "Hair rhymes with (sounds like) chair."
Class: "Hair rhymes with (sounds like) chair."

2) If he answers correctly, have him go to the color wheel and spin the arrow. He is to say the name of the color the arrow points to and use the color in a sentence. For example:

T: "What is green."
Class: "That is green."
T: "I have a green hat."
Class: "I have a green hat."

(It may be necessary for you to give a few examples before you begin so the children will know what the desired response is to be.)

B. 3) For variety, instead of always having the children find a word that rhymes with one you give them, hold up one of the alphabet cards and have them identify the name of the letter. You may decide to use their name cards also.

Lesson 38

Objectives:

1. to be able to identify the colors learned in previous lessons
2. to be able to use the name of a color to identify an object
3. to be able to discriminate among colors

For this lesson you will have prepared for you "color pops." These will be made by glueing two round circles of construction paper together (same color) with a popsicle stick placed between the two circles.

You will also need various colored objects which you may have used for previous lessons.

A. 1) Begin the session by having each child pick a "color pop" from a box. When he selects one, he is to say what color it is and the group is to repeat it after him.

2) Next, you are to hold up one of the objects so the group can see it. Ask the group (or an individual child) what color or colors the object is. Be certain the response is in a complete sentence. Once they have responded correctly, use the negative statement. For example:

Teacher: "What color is this ball?"
Class: "It is green."
Teacher: "Is this ball red?"
Class: "No, it is not red. It is green."

3) Tell the children to look at their "color pops" and see if they have a color pop that is the same color as the object. Have the child (or children) hold up the color(s) that correspond to the color of the object. He is to reply with; "That is a green ball." For example: Have the group repeat the response.

4) Do this with several different objects of various colors so each child will have a chance to respond.

B. 5) If you have time at the end of the session, have the children make up sentences using a color modifier. Perhaps they could describe various objects they see in the room.

There are worksheets for this lesson. Have the children color the first row of shapes red, the second row of shapes blue, the third row of shapes yellow, and the fourth row of shapes green. For the second page, you decide what color each shape should be and tell them.

You may decide to begin the next lesson by going over the worksheets in class.

Lesson 39

Objectives:

1. to learn the names of, and be able to identify four new colors
2. to be able to use the names of the colors as modifiers in a sentence

For this lesson you will need to prepare squares of construction paper, about 3 inches square. Each square should be a different color. The colors you should use are red, blue, yellow, green, white, black, purple, pink, gray, orange, and brown. A paper clip should be taped or glued to one side of the color square. You will conduct this game in the same manner as the letter fishing game and will use the same materials, which include the fishing pole with the magnet attached to the string, and the decorated box. You will also need to use the color wheel for this game.

A. 1) Have the first child go to the box and fish for a color square. He is to say what color the square is, then ask the class what color it is. For example:

T: "This is yellow."
Class: "That is yellow."
T: "What color is this?"
Class: "It is yellow."

2) Once he has responded correctly, he is to go to the color wheel and point to the color that matches his color square. Then he is to make up a sentence which uses the color as a modifier. For example :

T: "This is yellow." (as he points to the color)
Class: "That is yellow."
T: "I have a yellow pencil."
Class: "I have a yellow pencil."

3) Continue with this game until all of the color squares have been fished out of the box. If the children are still enthusiastic about the game, put the squares back into the box and play it for a short while longer.

B. 4) If you have time left in the session, read them a story, preferably one with colored illustrations. Ask them questions about the pictures. For example:

Teacher: "What color is Jane's dress?"
Class: "It is pink."
Teacher: "Good. Jane is wearing a pink dress."
Class: "Jane is wearing a pink dress."

Lesson 40

Objectives:

1. to be able to recall readily the names of the colors learned previously
2. to be able to use the colors in a sentence as modifiers
3. to be able to associate the printed color word with the color itself

For this session you will need to use cut-out pictures from magazines or prepared pictures. You will also need word cards which have the name of a different color printed clearly on each card. You may also wish to use the colored shapes or squares used in previous lessons.

A. 1) Hold up one of the cut-out pictures from a magazine. It should be a colored picture. Ask various children in the group to point out different colors in the picture. Then have them use the colors properly to describe the picture. For example:

Teacher: "What colors are in this picture?"
Class: "The colors are red, green, blue, brown, and yellow."
Teacher: "(Mary), tell me about the boy's cap."
M: "The boy is wearing a green cap."
Class: "The boy is wearing a green cap."
Teacher: "Is the boy wearing a yellow cap?"
M: "No, he is not wearing a yellow cap. He is wearing a green cap."

Be certain to always reinforce the children for correct responses and never discourage them.

B. 2) For this next activity, have the different colored squares or shapes in a box. Hold in your hand the different word cards with colors printed on them.

3) Have the first child choose a color from the box and tell the group what color it is. Be sure the group repeats the correct response.

4) Next, find the appropriate word card color and place the two together so the group will be able to associate the word with the color. Have different children tell you what the different letters are in the word. Do this with as many of the colors as you have time for. Go back several times to review the words and color squares.

Lesson 41

Objectives:

1. to be able to associate the printed color word with the actual color
2. to be able to identify the letters in the color word
3. to follow commands using colors

For this session you will use the printed color word cards and the cut-out color shapes.

A. 1) Begin the session with the same exercise as yesterday. (Refer to Lesson 40, part B.) Continue with this exercise until you feel fairly confident that the children can associate successfully the word of the color with the color itself.

2) Print on the blackboard, or on a large sheet of paper, a color, such as red, and have a certain child bring you a red square or other shape that is red.

B. 3) Give various commands to different children. Have them respond by telling you what they did. For example:

Teacher: "(Tom), put a red square on a green square."
T: (after he completes the action) "I put the red square on the green square."

Use the following prepositions in your commands.

in
on
over
under
next to
in front of
in back of
beside
between
near

C. 4) If you have time at the end of the session, you may wish to use the following activities which are taken from the list of kindergarten activities used at the Lt. Joseph P. Kennedy School in Palos Park, Illinois.

*Aud. - Dec. & Assoc.: On a table separate from where the children are working, there are placed many colored objects. The colors red, yellow, green, and blue are used. (Kdg. level) Besides the colored objects there are colored shapes such as triangles, circles, and squares. Color words (written cursively) are scattered on the table, also. Then the child is asked to bring to the teacher all the things that are green; objects, shapes, and words. He says: "This is a green chair; this is a green ball; this is a green circle; this is the word green; etc."

*Auditory decoding: The teacher has a picture book of the story, "Little Black Sambo," (for example). The pictures are shown as the story progresses. The teacher has the children parrot in specific answers during special parts of the story. For example: Instead of the teacher saying "Little Black Sambo" each time his pictures appear, the children are to chorus this in. This can be carried throughout the story each time his clothing is mentioned...purple shoes, green umbrella, red jacket, blue trousers..., etc. At the end of the story the teacher asks specific questions, and due to the chorusing of the answers, the children are much more alert to details.

*These activities have been taken from the list of kindergarten activities at the Lt. Joseph P. Kennedy School at Palos Park, Illinois. They are part of Bereiter and Engelmann's program for pre-school children.

Lesson 42

Objectives:

1. to begin to recognize particular shapes
2. to use a modifier (color) to describe a particular shape

For this session you will use the cut-out colored shapes made from construction paper which you used for previous lessons on color modifiers. The shapes you should be working with in this lesson are; triangle, square, rectangle, and circle.

This lesson should move fairly rapidly but should not move so fast as to inhibit maximum learning.

A. 1) Put the cut-out construction paper shapes in a box so the group cannot see them.

2) Take out one of the shapes and use the following model to teach the children this shape. (triangle, for example)

Teacher: "This is a triangle."
Class: "That (this) is a triangle."

(You repeat it again and have them repeat it after you.)

Teacher: "(Mary), what is this?"
M: "That (this) is a triangle."
Teacher: "(Tom), what is this?"
T: "That (this) is a triangle."

3) As they continue learning the different shapes, review each one. You might also use the not transformation. For example:

Teacher: "What is this?"
Class: "That (this) is a triangle."
Teacher: "(Mary), is this a square?"
M: "No, it is not a square. It is a triangle."
Class: "No, it is not a square. It is a triangle."

B. 4) For this exercise, the children will be required to supply the color which describes the shape. For example:

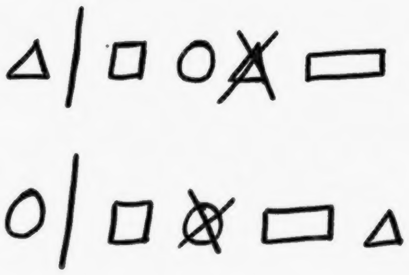
Teacher: "What is this?"
Class: "That (this) is a red square."

Call on individual children to supply the answer. Always have the group repeat the correct response. Use the not transformation in this type question also.

There are worksheets provided for this lesson. For the first worksheet have the children put a cross (X) on the figure which corresponds to the figure on the far left.

For the next worksheet, have the children put a cross (X) on all the triangles in the picture, circle the squares, put a dot in the circles, and color the rectangles. It may be necessary for you to work with them on the worksheets.

I



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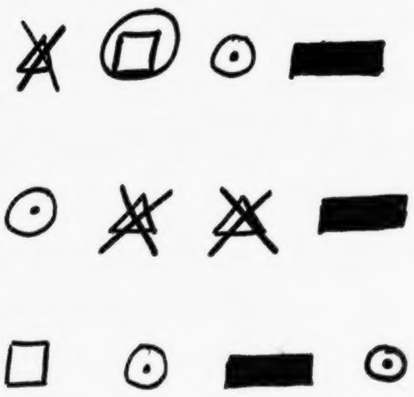

Lesson 43

Objectives:

1. to learn the names of particular shapes
2. to be able to use a color modifier to describe a shape (used in a complete sentence)
3. to use a single modifier in a sentence which uses one of the prepositions studied previously (refer to Lesson 35)

For this session you will use the fishing pole and the shapes with paper clips glued (taped) to them. You will also need to use another box, in addition to the one used for the fishing game.

A. 1) Place the colored cut-out shapes in the box face down so the paper clip is on the outside.

2) Have the first child fish for a shape. Have him say the name of the shape and describe what color it is. Next, give him a command and have him carry it out. For example:

T: "This is a green square."
Class: "That (this) is a green square."
Teacher: "Put the green square in the box." (Referring to the box which is next to the fishing box.)
T: "I am putting (put) the green square in the box."
Class: "He put the green square in the box."

3) Continue with this activity until all of the children in the group have had a chance to fish for a shape. You may decide to do this several times.

B. 4) For a variation, have one of the children in the group give the command.

Lesson 44

Objectives:

1. to associate the written word of a shape with the shape itself
2. to use a single color modifier to describe a shape

For this session you will use word cards with a different shape printed on each card. You will also need to use the colored cut-out shapes. If you have a felt board and felt cut-out shapes, you may wish to use them. Have the alphabet cards displayed so all the children can see them.

1) Hold up one of the word cards with a shape printed on it. Tell the class what it is and have them repeat it after you. Next, have one of the children go to the box and find the shape which is printed on the card. Use the following model:

Teacher: "This word is square."
Class: "That (this) word is square."
Teacher: "(Tom), find me a square."
T: "This is a square. This is a green square."
Class: "This is a green square."

2) Have different children find the different letters that are in the word you are holding and arrange them in the proper order. Be certain they tell you the name of each letter.

It may be necessary for you to give a few examples before you begin so they will understand exactly what the desired response is to be.

Lesson 45

Objectives:

1. to be able to identify the printed word of a shape with the shape itself
2. to be able to use single modifiers in more complex sentences

For this session you will use the word cards you used in Lesson 44 and also the cut-out shapes.

A. 1) Begin the lesson by holding up one of the word cards with one of the shapes printed on it. Ask the group if any of them can remember what the word is. If they cannot remember, you tell them. Have one of the children go to the box of shapes and find the appropriate shape.

2) Once the child has found the shape that matches the word card, go to the blackboard (or use a large sheet of paper) and print the word on the blackboard and draw the shape beneath the word.

3) Have different children tell you the names of the letters in the word.

4) Repeat the word several times; each time having the group repeat it after you until you think they have learned the association. Continue with this exercise until you have completed all of the shapes.

5) If there are any extra shapes left in the box, have various children take them out and say what they are, using the color of the shape to describe it. For example:

T: "This is a yellow circle."
Class: "That (this) is a yellow circle."

B. 6) If you have time left in the session, give various commands to different children and have them do exactly as you say, repeating out loud to the group what they do. For example:

Teacher: "(Mary), put the yellow circle on the green square."
M: "I put the yellow circle on the green square."
Class: "She put the yellow circle on the green square."

As you continue with this particular activity, make the commands increasingly more difficult.

There are worksheets provided for this lesson. Here are the directions for them:

> In the left-hand side of each row of shapes is a printed word. The child is to color the shape which is the same as the word. For example:

Square | △ ○ ■ ▭

(You may wish to go over the color word cards and colors with this lesson also.)

Lesson 46

Objectives:

1. to learn various polar concepts (opposites) to be used as modifiers

For this lesson you will use the cut-out shapes of different sizes. Also, you will need to use various sized objects. Try to have two of the same kind of object which are different sizes. If you have a felt board available, you could use felt cut-outs of various sizes.

A. 1) Begin by asking the class if they know the difference between *big* and *little*. If they do not, or if their understanding is vague, begin with the following activities:

2) Hold two triangles (or any other shapes) so the group can see them. One triangle should be obviously larger than the other. Use the following as a teaching model:

a)
Teacher: "What is this?"
Class: "That is a triangle."
Teacher: "Good. This is a *big* triangle." (pointing to the larger of the two)
Class: "That (this) is a *big* triangle."
Teacher: "(Mary), what is this?"
M: "That (this) is a *big* triangle."
Class: "That (this) is a *big* triangle."

b)
Teacher: "What is this?" (pointing to the smaller triangle of the two)
Class: "That (this) is a triangle."
Teacher: "Good. This is a *little* triangle."
Class: "That (this) is a *little* triangle."

Call on various individual children to provide the correct answer and have the group repeat the response. Continue to do this with all of the different shapes.

3) Once you have completed the exercise with the shapes, use various objects to teach the same polars. For example:

Teacher: "Which one of these two is *big*?"
(Class responds in a complete sentence.)
Teacher: "Which one of these is *little*?"
(Class responds in a complete sentence.)

4) You may move on to different polars, once you feel they understand the difference between *big* and *little*. Here are a list of some.

long - short
tall - short
fat - skinny (thin
wide - narrow
hot - cold
near - far
long - short
hard - soft
straight - crooked
fast - slow
high - low

You will have worksheets for the lesson. For the first worksheet, the children are to color the big objects. For the second worksheet, they are to color the little objects.

Lesson 47

Objectives:

1. to understand the use of various polars (opposites)
2. to be able to use a few polars correctly in a sentence as a modifier

For this session you will use the same materials you used in the previous lesson.

A. 1) Continue working with the various polars (opposites) using the same model given in Lesson 46.

2) Encourage the children to respond in complete sentences. For example:

Teacher: "What is that?"
Class: "That is a big chair."(or)" That is a little chair."

B. 3) Begin using both a polar and a color modifier to describe shapes. For example:

Teacher: "What is this?"
Class: "That is a big red triangle."

Call on various children to respond.

4) Point to various objects in the room and have them describe the object by using both a polar and a color modifier.

C. 5) Read a short story to the group. The story should have colored illustrations. Ask the children to describe the pictures by using the modifiers they learned.
Always encourage them to respond in complete sentences.

Worksheets are provided for the lesson. For the first worksheet, the children are to color the objects which are fat. For the second worksheet, they are to put a cross (X) on the long objects.

Lesson 48

Objectives:

1. to be able to associate a word with the concept it represents
2. to be able to use the word as a modifier correctly in a sentence

For this session you will need to use the following word cards:

big
little
fat
thin
long
short
soft
hard

You will need to have several boxes placed where all of the children can see them. You will also need to have a great variety of objects and pictures cut out from magazines. If you want to, go outside with the group and pick up various things such as acorns, leaves, sticks, stones, paper, etc.

A. 1) Begin the session by holding up the word card that has big printed on it. Have the children repeat the word after you and tell you what letters are in the word.

2) Have different children point to various big objects and describe the objects using the modifier. Put several of the big objects in a box labeled BIG.

3) Do the same thing for all of the word cards you have for the polars. If an object is both fat and big, for example, have them use both modifiers in a sentence. For example:

T: "This is a fat man."
M: "This is a big man."
Class: "This is a big, fat man."

B. 3) If you have time at the end of the session, use the following activity:

a) Give the first child a sentence and have him say a sentence which rhymes. For example:

Teacher: "I have a cup."
M: "I have a pup."

If the child answers correctly,have the group repeat the response

b) Next, have him go to one of the boxes which have objects in them and take out an object. He is to describe the object. For example:

T: "This is a thin doll."
Class: "That is a thin doll."

Encourage them to use more than one modifier to describe the object. You may decide to use several objects of the same size to illustrate the use of these - those demonstratives.

Lesson 49

Objectives:

1. to be able to use at least two modifiers correctly in a complete sentence
2. to be able to use the these - those demonstratives in a sentence with two modifiers

For this session you will need to use the objects you used in previous lessons. It will be necessary to have several of one kind of object. You will also need to have a short story with pictures available.

1) Begin this lesson by holding a group of objects; all of which are the same. Use the following teaching model:

Teacher: "What are these?"
Class: "Those are stones?"
Teacher: "Tell me about them."
T: "Those are little stones."
Class: "Those are little stones."
M: "Those are gray stones."
Class: "Those are gray stones."
Teacher: "Good. Now let's say it all together. Those are little, gray stones."
Class: "Those are little gray stones."

Encourage them to use a variety of modifiers to describe the objects.

2) Have different children play the part of the teacher by holding the objects and asking the group to describe what he is holding.

Present this as a game by asking various questions. If a child answers the question correctly, he gets to be the teacher for a turn.

Lesson 50

Objectives:

1. to understand the adverbs of time; yesterday, today, and tomorrow
2. to be able to use the adverbs of time correctly in complete sentences

For this session you will need to have various pictures available. They may be pictures from magazines or prepared pictures and should be large enough so the entire group can easily distinguish the figures.

A. 1) Begin the session by explaining the difference between the terms, yesterday, today, and tomorrow. The best way to explain this is to cite several examples and have the children repeat them after you. Make your sentences simple, preferably using regular verbs. For example:

a) Teacher: "Today is Tuesday."
Class: "Today is Tuesday."
Teacher: "(Mary), what is today?"
M: "Today is Tuesday."
(Ask various children.)

b) Teacher: "Today it is hot."
Class: "Today it is hot."

c) Teacher: "Yesterday it rained."
Class: "Yesterday it rained."
Teacher: "(Tom), what happened yesterday?"
T: "Yesterday it rained."
Class: "Yesterday it rained."

2) After using the different adverbs of time in sentences and having the group repeat them after you, ask various questions which will require the correct use of one of the adverbs of time.

For variety, have a child turn to the person sitting next to him and ask a question which requires an answer using, yesterday, today, and tomorrow.

B. 3) Hold up one of the pictures and ask questions which require the use of one of the adverbs of time. Give the children several examples so they will understand exactly what the desired response is to be. For example:

Teacher: "Look at this picture. What do you think this girl is doing today?"

T: "Today she is jumping rope."

Class: "Today she is jumping rope."

Teacher: "Now look at this man. Can you tell me where he went yesterday?"

M: "Yesterday he went to the store." (class repeats)

Lesson 51

Objectives:

1. to understand the use of the adverbs of time
2. to be able to use at least two adverbs of time correctly in a sentence

For this lesson you will need to use the pictures you used for Lesson 50.

A. 1) Begin the lesson by telling a very simple story to the children. Make it up as you go along. Include in your story, statements about things you did yesterday, and today, and places you went yesterday and will go tomorrow.

2) When you finish your story, ask different children questions about it. Ask questions which require the child to use yesterday, today, or tomorrow.

B. 3) Hold up one of the pictures and ask different questions about it, which requires answers using at least two adverbs of time. For example:

Teacher: "When did it rain, yesterday or today?"
T: "It did not rain today. It rained yesterday."
Class: "It did not rain today. It rained yesterday."

C. 4) If you have time at the end of the lesson, ask children questions such as:

Teacher: "(Tom), where are you going tomorrow?"
T: "Tomorrow I'm going swimming."
Class: "Tomorrow I'm going swimming."

It may be necessary for you to spend a few lessons on these exercises.

Lesson 52 (optional)

Objectives:

1. to become familiar with the use of some irregular verbs
2. to be able to use some of the irregular verbs correctly in two tenses

No materials will be used with this session, so it will be necessary for you to maintain a great deal of enthusiasm so the children do not become bored.

A. 1) The first irregular verb you will be working with is see. First say a simple sentence using see in the present tense. Then give the same sentence, only this time, use the verb see in the past tense. For example:

Teacher: "I see a bird."
Class: "I see a bird."
Teacher: "Yesterday I saw a bird."
Class: "Yesterday I saw a bird."

Give several different examples using the same verb.

2) Have the children sit in groups of two. Tell the first child to say a sentence using the verb see as you do. Then give an example and have him repeat it. Tell his partner, he is to use the verb the way you do; giving a sentence illustrating the past tense of the verb. For example:

Teacher: "(Mary), give me a sentence like this one. I see the dog."
M: "I see a man."
Teacher: "Good. Now (Tom), you give me a sentence like this one. I saw the dog."
T: "I saw the man."
(His sentence should correspond to his partners sentence.)

Have each pair of children do the same thing until they understand what type of response you want.

B. 3) Once you think they understand the present and past tense of the verb see, continue with the following verbs in the same manner:

think - thought
know - knew
bring - brought
come - came

You will probably need to spend a few sessions on these exercises.

Lesson 53 (optional)

Objectives:

1. to understand the use of the irregular verbs eat and break in the present tense and past tense
2. to be able to use the irregular verbs eat and break both in present tense and past tense

For this session you will need to either bring various kinds of food to class or have pictures cut out from magazines of food.

A. 1) Hold up an orange, for example, say to the class, "I eat oranges for breakfast." Have the group repeat it after you. Now say a sentence using the past tense. For example, "I ate an orange for breakfast this morning." Make up various types of sentences using different food (or pictures of food) using the present tense and past tense of the verb eat. In your sentences, make them gradually more difficult by using modifiers, demonstratives, adverbs of time, and the negative transformation. Always have the children repeat the sentence after you.

2) Hand a piece of fruit (or other food, or picture of food) to the first child. Have him turn to the person sitting next to him and ask a question using the verb eat in the present tense. Have the child next to him answer the question using the past tense form of the verb. For example:

T: "When do you eat crackers?"
M: "I ate crackers for lunch."

B. 3) Once you feel the children understand the use of eat in the present and past tense, begin work with the verb break. For this exercise, first give the children various sentences using the verb break in both the present and past tense. Have the children repeat the sentences after you.

4) Next, point to various objects in the room and give a sentence about it using the present tense of break. Have the group repeat it after you. Then, give a similar sentence using the past tense. For example:

Teacher: "When did you break the chair?"
Class: "When did you break the chair?"
Teacher: "I broke the chair yesterday."
Class: "I broke the chair yesterday."

Once you have given several examples, have the children make up different sentences, and/or questions using the verb break in both present and past tense. They (or you) may point to different objects in the room and make up sentences about them.

Encourage them to use demonstratives, adverbs of time, modifiers and not transformations.

Lesson 54 (optional)

Objectives:

1. to learn the use of the auxiliary verb be in the past tense

You will not need to use any materials for this lesson unless you decide to use prepared pictures as devices for motivating discussions.

1) Begin this lesson by saying several sentences using the present tense and past tense of the auxiliary verb "be". Have the group always repeat the sentence after you. For example:

a) Teacher: "I am running."
Class: "I am running."
Teacher: "I was running."
Class: "I was running."

b) Teacher: "You are skipping."
Class: "You are skipping."
Teacher: "You were skipping."
Class: "You were skipping."

Do this for several different verbs, using first, second, and third persons. You may wish to make the sentences increasingly more difficult as you continue.

2) Once you feel the children understand the pattern you are using (present tense-past tense), use the following teaching model:

Teacher: "I am sleeping."
Class: "I am sleeping."
Teacher: "I was sleeping."
Class: "I was sleeping."
Teacher: "I am walking. (Tom), tell me what follows this sentence.:
T: "I was walking."

Use all persons-- singular and plural--with a variety of different verbs.

3) You may wish to use prepared pictures to motivate discussion using the present tense and past tense of verbs using the auxiliary verb "be".

Lesson 55

Objectives:

1. to understand the use of conjunctions as used in compound sentences
2. to understand the names of different parts of objects

For this session you will need various objects. A list of suggested objects will be included in this lesson.

A. 1) Hold up a doll so the entire group can see it. Point out an arm of the doll and ask the group if anyone knows the name of that part. If they do not, tell them. Use the following model:

Teacher: "Who can tell me what this part of the doll is called?"
M: "That is an arm."
Class: "That is an arm."
Teacher: "Good. Now who can tell me what this part of the doll is called?" (pointing to a leg)
T: "That is a leg."
Class: "That is a leg."
Teacher: "Good. Let's say this altogether now. This is an arm and this is a leg."
Class: "This (that) is an arm and this (that) is a leg."

Do this with all of the parts of the doll. Use the *these-those* demonstratives when it is possible. Encourage the children to use various modifiers to describe the various parts.

2) Once you have discussed all of the parts of the doll, hold a different object up so the group can see it. This time, however, incorporate the use of the conjunction *but*; in addition to the *and* conjunction. For example:

a) Teacher: "This is a door, but this is not a door. It is a window."
Class: "This (that) is a door, but this (that) is not a door. This (that) is a window."

b) Teacher: "This is a wheel, and this is a wheel, but this is a door."
Class: "This (that) is a wheel, and this (that) is a wheel but this (that) is a door."

List of suggested objects to use for Lesson 55.

Toys:

doll
car
airplane
book
cat
dog
horse
house
shirt
dress
telephone
truck

Pictures:

bird
flower
tree
hand
house
telephone
television
radio

Lesson 56

Objectives:

1. to learn the use of conjunctions in sentences
2. to compare objects and/or shapes by the use of conjunctions

For this session you will need the cut-out shapes you used in previous lessons. You will also need various sized objects.

A. 1) Hold up two triangles of different sizes so the entire group can see them. Use the following teaching model:

Teacher:	"This is a triangle and this is a triangle. (pointing to each triangle)
Class:	"That (this) is a triangle and that (this) is a triangle." (pointing to each different triangle)
Teacher:	"This is a triangle, and this is a triangle, but this is a big triangle and this is a little triangle."
Class:	"This (that) is a triangle and this (that) is a triangle, but that is a big triangle, and that is a little triangle."

2) Call on various children to respond. Ask the question, "Tell me about these triangles," for example. Use the these-those demonstratives as often as possible and encourage them to use various modifiers.

Your initial constructions should be relatively simple and should get increasingly more difficult at a rate the children can handle.

B. 3) Hold up two different objects and have the group or individual children describe what you are holding by using compound sentences formed by use of conjunctions.

Lesson 57

Objectives:

1. to understand the use of conjunctions in compound sentences
2. to compare letters by the use of conjunctions

For this lesson you will need to use the letter cards which have an upper case and lower case letter on each card. You will also need to use the cut-out letters and numbers.

A. 1) Display the alphabet cards so everyone in the group can see them. Point to the first upper case letter of the first letter card A, then point to the lower case letter. Use the following teaching model:

Teacher: "This is A (pointing to the upper case A) and this is A, (pointing to the lower case A) but this is B," (pointing to a B letter card).
Class: "That is A and that is A, but that is B."

Do this with several of the letters until you think the children understand what the desired response is to be.

2) Call on individual children to supply the responses as you point to various letters. Try to use the same model described above.

B. 3) For this activity you will need to use the cut-out letters and numbers. You will use the same teaching model used in activity A.

Hold up two letters and ask children to describe what you hold. Next, point to a number. For example:

a) Teacher: "What is this?" (pointing to the first letter)
Class: "That is a letter."
Teacher: "What is this?" (pointing to a different letter)
Class: "That is a letter."
Teacher: "Good. Now let's put it altogether. This is a letter, and this is a letter."
Class: "That is a letter and that is a letter."

b) Teacher: "What is this?"
Class: "That is a number."
Teacher: "Now let's put everything together. This is a letter and this is a letter, but that is a number.
Class: "This is a letter and this is a letter, but that is a number."

Do this several times until the children understand the expected response, then have them make up the sentences on their own; using conjunctions.

You may need to spend more than one session on these activities.

Lesson 58

Objectives:

1. to be able to combine two simple sentences into a compound sentence
2. to be able to describe something by using compound sentences

For this session you will need to use some or all of the following materials:

a. a book (story) with colored illustrations

b. various objects you have available around the room

c. various pictures, preferably of single objects or perhaps of a group of the same object

A. 1) The first part of this session will be conducted as a drill exercise. Give the group two simple sentences and have them combine them into a compound sentence by using the conjunctions and or but. Provide the children with several examples before you begin so they will be certain to understand the expected response. For example:

Teacher: "This is a chair. This is a table."
Class: "This is a chair and that is a table."

You may wish to conduct this activity by pointing to various familiar objects in the room.

2) Once you feel they can form a compound sentence correctly from two simple sentences, hold up two different objects, or two different pictures and have them describe them by using a compound sentence, as they did previously. Encourage them to use various modifiers that they have learned.

For this activity, give them a few examples using the conjunction but and have them form compound sentences using the conjunction but.

You may wish to conduct this activity as a game. Have various objects in a paper sack, or in a box. Have each child, in turn, take out two objects. Then, have him describe them in the manner explained above.

B. 3) If you have time at the end of the session, read a short story to the group. The story should have colored illustrations. Use some, if not all, of the following activities with the illustrations to the story:

a. Have the children describe various things in the picture by using compound sentences.

b. Have them point out various sized objects in the picture by using complete sentences.

c. Have them describe the illustration by using a variety of modifiers.

Lesson 59

Objectives:

1. to be able to construct compound sentences using the conjunctions and and but

For this session you will need a great variety of objects.

A. 1) The idea of this lesson is to encourage the children to become accustomed to using compound sentences in their normal speech. Along with this, they should be incorporating the use of various modifiers and demonstratives.

2) Place several objects on a table, such as a book, ruler, pencil, paper, chalk, etc. Begin a make-believe story (using compound sentences), then stop. Let each child continue the story. If he has difficulty, ask him questions about the objects.

Change the objects periodically and start a different story each time you change.

B. 3) This is a game that some of the children might already know. It is called, "I Packed Grandpa's Trunk." You begin by saying, "I packed grandpa's trunk and put in white socks." Each child is to repeat what the person before him said, then add something else. For example:

Teacher: "I packed grandpa's trunk and put in white socks."
M: "I packed grandpa's trunk and put in white socks and a yellow shirt."
T: "I packed grandpa's trunk and put in a yellow shirt and black shoes."

Encourage the children to use color, shape, and size modifiers.

Lesson 60

Objectives:

1. to be able to understand and use an independent clause with a dependent clause, stressing the use of the adjective clause

Rather than presenting specific lessons for this area of work, a list of suggested activities will be given. It is to be assumed that for this area of work you will decide what particular activities would be most beneficial in maximizing learning with your group of children.

Activities:

1. Use a dialog, or little plays to have children use the particular sentence patterns.
2. Read aloud selected nursery rhymes and have the children identify the sentence patterns.
3. Have the children draw pictures and describe them by using the required sentence pattern.
4. Use various objects to motivate discussions. For example:

   "The book that is on the desk is red."

5. Use a surprise box or grab-bag of objects. Have the children grab an object and describe it by using a particular sentence pattern.
6. Take a short field trip around the area and talk about what you see, using particular sentence constructions.
7. Read portions of paragraphs and/or stories and have the children listen for particular sentence constructions.
8. Hold up pictures and have individual children describe them by using particular sentence patterns.